

Festival diary

In 1978 when I first visited the National Festival of Music for Youth, I was entirely captivated by the excitement of it all, and almost overwhelmed by the irresistible combination of youthful exuberance and musical excellence. In that year I vowed that one day I would see on the stage a group from my own school, singing and playing with the finest in the land.

This year the dream came true, and there they were before a sea of faces in the Fairfield Halls, bright eyed and beside themselves with delicious terror and excitement.

They learned much from the experience and so - quite agonizingly - did I, for just as you appreciate Wimbledon the more if you have swiped a tennis ball yourself, so I now doubly wonder at the superb achievements of those of my professional colleagues whose musical groups grace this increasingly amazing festival.

But more of my own experiences later. Suffice it now to say that the memory of it is at this short distance not entirely without pain!

That was on Thursday, the second day of the festival. On Wednesday I spent a day listening to senior school orchestras, chamber ensembles and a new concert format class, "Voices in Concert".

Immediately noticeable to me was the improvement in string tone in the school orchestras, without doubt the result of fine work by peripatetic teachers who are, in my view, the unsung heroes of the festival.

One peripatetic, Robin Soltan, was in the audience for the chamber group. Robin trains young flautists in Hampshire, and it is obvious that the high quality players which he brings to the festival are but the tip of a great mountain of talent which springs from his own personality and gift. The Leander Flute Trio - Lindy Roberts and Helen Brown, with Neil Kelley at the piano, played Dopplers Andante and Rondo and well demonstrated the Soltan touch.

I had a word with Neil afterwards. He is a pupil at Peter Symonds Sixth Form College, Winchester. His first love is the organ and he hopes eventually to become an organ scholar. He is 16. I smiled when he told me his age, out of sheer wonder at the air of unassuming maturity that he carries with him.



Cheltenham Ladies College. "I was just thinking what I was doing at 16," I said by way of explanation, and for one horrific moment, like one of those subliminal rapid film flash-backs, there was this vision of a gangling and pimply over-loud youth baying for *When the Seals* at a Humphrey Lyttelton concert.

"Are you aware of being specially gifted?" I hurriedly asked, blotting out the awful memory.

"Oh yes. It is a gift. But everyone has a gift of some sort. It's just that mine is a more obvious one than most."

Casual encounters with charming young folk have always delighted me at the festival every much as the music in the hall. On Wednesday afternoon I passed four girls who were sitting on a window ledge in the corridor quietly singing. I paused just out of sight to listen, and was treated to an extraordinary, delightful performance of the roundabout song, *Through Billies and through Blues*. This song has haunted me for many years. My own

KEEP MUSIC ALIVE IN OUR SCHOOLS



Solihull Brass Quintet

school group was to sing it at the festival the next day and, I might say, when I switched television on in my hotel room on Thursday evening, there was Dame Janet Baker singing it unaccompanied.

The four ladies in question were Angela Jones, Sian Williams, Cathy Hawkes and Laura Davey, sixth formers from Rosebery School, Epsom, of which I have some pleasant memories of I visited it and wrote about it for *The TES* in 1973. The four girls were to sing with their school group in "Voices in Concert" in the evening. They were a little worried about the choice of pieces - *Variations on Bona Bon Black Sheep*, by Jani Strasser. They felt they should be doing something a bit more meaty, I think.

"Voices in Concert" brought us nine vocal and instrumental groups presented in concert form by Simon Johnson and with a panel of adjudicators chaired by James Kirkwood, who hails from Sheffield and is in my opinion one of the finest choir trainers in Britain.

There was great variety in this class - Richard Rodney Bennett, Monteverdi, Gwyn Arch - and it was a great delight to see school singing given such prominent and encouragement. Without doubt this class will take off into the superb quality and imaginative presentation which has begun to mark out other parts of the Festival. As it was there were two really memorable performances. One was from Cheltenham Ladies' College, with some excellent song arrangements. The other was from Holmfrith High School.

Holmfrith had about 100 youngsters at the festival, playing and singing in various groups. It must be a remarkable place, full of music and borne along on a torrent of imagination and enthusiasm. Behind it all are Barry Russell and Alan Simmons. Russell composes much of the music used in the school and apparently the children are composing like mad too.

Alan Simmons' choir was really something. More than any of the others it bore all the hallmarks of a real choral expert - unanimity of vowel sounds, clarity of tone and diction, alertness of attack and well-judged phrasing.

The Rosebery girls sang and played well. The piece is a musical parody of various styles, though, and the humour never broke through enough to raise an audience reaction. This was a great pity, because the girls are full of good humour and warmth, and I ached to see it coming across in performance. The adjudicators, interestingly, endorsed the judgment of my four friends about the qualities of the pieces.

At the end of the evening, James Kirkwood, clearly moved as I was by the nature of an event which can bring together in fellowship and excellence Holmfrith High School and Cheltenham Ladies' College, presented these two groups with outstanding performance awards and, you might say, emotional support. As the audience began to leave all the Holmfrith kids gathered and gave an impromptu rendering of what was, if I am not mistaken, the *Holmfrith Anthem* which I last heard performed some years ago at a pea and pie supper in the Masonic Hall, Huddersfield by the wife of the secretary of the Honey Male Voice Choir.

And so to Thursday, and the moment when, standing anxiously outside the Fairfield Halls, I saw our coach and minibus, lined with frantically waving hands and bobbing faces, coming round the roundabout. I will never just a little about our own anxiety, just a little about our to the festival, partly as a tribute to the festival, partly to help others who may think of entering. My philosophy was from the start

quite simple, and is best summed up in what I said to a parent of one of the other groups. To get in this festival you either have to be superb or different. I knew we were not likely to be superb, so we had to be different.

What this meant for me was working up some song arrangements involving voices and a variety of classroom and home-made percussion instruments. At the regional audition, which was a very worthwhile day out in its own right, it was this contrast with the standard recorder and instrumental groups which undoubtedly pleased the adjudicators as much as any intrinsic musical qualities.

Came the day, though, and the stage of Fairfield Halls, and our elation somewhat abated. The first of our three pieces, performed with elan and joy for so many weeks of rehearsal, literally fell apart, sending my poor colleagues shrinking with embarrassment out of earshot.

The cause was simple fright, and though the remaining two pieces returned to some semblance of their rehearsal standard, the overall effect was not something which will keep spring in my step for very long; for the responsibility is entirely mine.

The most obvious lesson is that something which has great drive and impact in a small setting needs very careful rethinking if it is to survive in a big hall - a point made, in fact, by Avril Danworth when she summed up the adjudications. Another is that, by whatever means, a group taking part must get lots of experience in front of big audiences. The children, though, loved the whole day, and in time this is what I will remember.

"Juniors at the National Festival", the class in which we were entered, was a long day of music and creativity - 29 groups in all. What was very noticeable this year was that more and more groups are looking for something more than just standing there and playing. "Either superb or different", I said. Well, this year a significant number of groups were both, particularly the Wallace Fields Middle School from Ewell, who gave us a most musical full of colour and movement as well as quite wonderful singing.

And so, after seven hours which had been the finale of a lot of work and fund raising, I saw the coach off on its return journey to the Midlands. It was a quiet departure, and there were some tired faces, but all had enjoyed the day and all thought it had been worthwhile. And we had not lost, for as I always say about this festival, some people win, but nobody loses.

Next year the festival moves to the South Bank. Without doubt there will be more interest in what looks like a more glamorous place, and those who have to travel from north of London will be glad of an end to the Brighton Road crawl. Even so, I shall miss the Fairfield Halls, a little and will never be able to visit there without visualizing them filled with eager young folk carrying instrument cases and sandwich boxes.

Gerald Haigh

Next week

Jack Cross on the Education for Capability movement.

Brian Osman on the role of educational psychologists in special school placements.

Headmaster's Diary: Return to Candlewick Comprehensive.

Anthony McCall looks at tradition and change in the circus.

David Wright on Irish literature.

Rodney Milnes on television opera.

Personal column

Ted Wragg

Riotous assembly

It had to happen. Within seconds of the urban rioters hurling their first half brick, we were treated to the predictable Muppet Show of politicians and Cabinet Ministers elbowing each other out of the way to appear before the television cameras and blame teachers and schools.

It was the leering innuendo that bothered me most, as one Cabinet Muppet after another uttered his it-makes-you-wonder-what's-happening-in-our-schools-nudge-wink-wink remark.

Well I'll tell you what's happening in our schools, little sunbeams. The kids are being contained without the use of a single canister of CS gas, and if you've any sense you will dispatch every chief constable in the land to find out the secret.

The primary school survey spoke of nine out of ten classes having a quiet working atmosphere whenever needed, and the secondary school survey described schools as seriously hard working and free from serious troubles, with only 24 out of 384 experiencing indiscipline as a major problem.

Yet these same, on the whole well behaved adolescents, who give or take the odd skirmish, burn and loot very few classrooms from Monday to Friday, cannot be held at major Saturday afternoon football matches, even when 1,000 extra police are drafted, and perplex the best police chiefs in our cities as they rampage the streets at night.

Since there is no possible way that a handful of teachers could keep several hundred marauding teenagers under control if they choose to run riot, the secret is a simple one. Most schools, despite the criticisms commonly made of them, find fairly interesting things for people to do, and secondly personal relationships are in general good.

All of which made me even more angry when the Prime Minister himself appeared on screen to administer another verbal spanking to schools. Now I have nothing against Miss Piggy personally you understand, especially as she had obviously taken a lot of trouble to rehearse the ashen-faced look, as well as paid the gardener overtime to finish off her hardscape. But as I removed my right boot from the shattered television screen, I began to reflect on the amount of blame which might legitimately be assigned to schooling.

Perhaps it is time to come clean and admit frankly that teachers do have a lot to answer for. Not only can the balance of payments crisis over the years be largely ascribed to the quite excessive import of useless chalk and elbow patches from Japan and Taiwan, but can anyone seriously deny that

Noah would never have run aground the top of Mount Ararat if he had done some decent mapwork?

Would King Alfred ever have burned the cakes if the home economics teacher at his prep school had kept to a traditional syllabus instead of introducing microwave cookery, deep freezing and other such progressive nonsense?

Billions of dollars were squandered on a futile race to the moon because primary school teachers forced children to learn rhymes about it being made of cheese, and American capitalists wanted first mining rights before the Russians turned it into red square. What is more, no one on earth will persuade me that the Mount St Helens eruption was not brought about by collective prayers of geographers teachers around the globe desiring for cheap visual aids for the less able study of volcanoes.

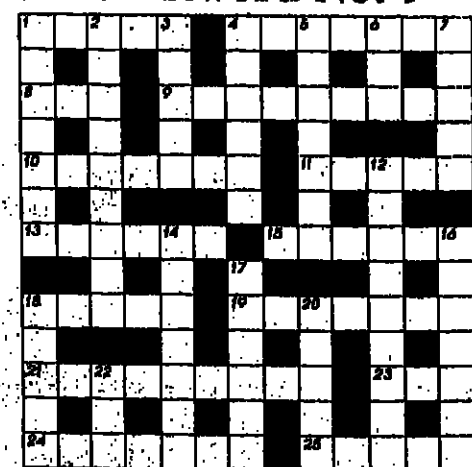
However, while admitting the teachers have at last been numbered the root cause of society's ills, I should like to put the boot firmly on the other trotter, so to speak, and say that people in positions of leadership carry a responsibility as society's models. Miss Piggy herself must take a considerable amount of blame for giving youth a bad example on two counts.

First of all her petulant and authoritarian style of leadership is a model for children. Most schools are families discarded it years ago, but mature society it is degrading of fellow human beings to censure and humiliate rather than share responsibility. Secondly, her dogmatic approach to issues and insistence that there is no alternative is a bad approach to problem-solving. A great deal of past curriculum development in recent years has been devoted to the development of flexible and imaginative thinking. Rule one of creative brainstorming is that there are alternatives. One them down too quickly and most of the innovations in human history would never have occurred: Columbus would not have left Europe for fear of falling off the world, noroplane inventors would still be experimenting with winged wings, and transistor surgery would not exist because of the belief that tissue rejection was insuperable.

The worst model of all, however, is the Speaker falling in line to the Speaker's fallowing his teaching partner yet again through inability to keep order. The only way to control the riot-ruff in the House of Commons must be to give the pro-segularist water cannon and SPG squad. I blame the teachers. Think of all those public school debating societies which encouraged this kind of belligerence. Have a good summer.

TES Crossword No. 9

by Rufus



Across

- Unset to make light of (5)
- Walk ideal for training (7)
- Race taken by another (3)
- A harvest on now sold in ancient Greece (9)
- High tide (7)
- Pollination for children (11)
- A division of the church (5)
- A politician in the streets (6)
- If limits the field to insure against falling losses (5)
- Answers which may be dispensed with (7)
- Most agree it could be an eyesore (9)
- Respect for a regal method of self-expression (3)
- Sullens and conclude (9)
- Business lacks go in (11)

Down

- Close shaved? (7)
- I'm informed and arranged (7)
- Sat on the ground (5)
- Absorbent - one at slow (6)
- Novel, it may be, but not new (7)
- It resolves (11)
- A tissue of lies (5)
- Soviet city may be but a spot in the cold (14)
- The craft of the coal (11)
- Better method? (7)
- Cause that may be looked into (6)
- A huge development in a city (5)
- Rita's broken home (7)
- Not happy with people's advice (3)

Solution to Puzzle No. 8

1. CLOTHES 2. I'M INFORMED 3. SAT ON THE GROUND 4. ABSORBENT 5. NOVEL 6. IT RESOLVES 7. A TISSUE OF LIES 8. SOVIET CITY 9. A SPOT IN THE COLD 10. BETTER METHOD 11. CAUSE 12. A HUGE DEVELOPMENT 13. RITA'S BROKEN HOME 14. NOT HAPPY WITH PEOPLE'S ADVICE

THE TIMES Educational Supplement

FRIDAY JULY 31 1981 NUMBER 3397

Thatcher's £500m package points to training for all

by Mark Jackson and Biddy Passmore

A £500 million package of unemployment measures announced this week by the Prime Minister paves the way for the education and training of all 16 to 17 year olds.

The package commits the Government now to providing the money to deal with the worst forecast levels of leaver unemployment next year. New schemes are to be introduced - a £15-a-week subsidy to employers taking on leavers at low wages and special funds to provide more teachers to encourage the over 16s to stay on at schools or colleges. But the Youth Opportunities Programme will remain the principal means for alleviating youth unemployment.

An emergency £93 million expansion of the programme is sanctioned to meet the current surge in leaver unemployment, bringing the total number of youngsters it will handle this year up to 550,000. But for next year the programme will be expanded to cope with 600,000 youngsters. Up to £400 million has been allocated - enough to enable the programme to be significantly improved in quality, its director, Mr Geoffrey Holland said, adding that the commission now knew what resources it would have. The money, he added, would allow a margin for improvement which could either provide a better balance of opportunities or establish



We walked to your wedding: staff and children from the National Children's Home, Seaton, Devon, arrive at Trafalgar Square after walking 150 miles to the Royal Wedding to raise £2,000 for disabled children.

Outer London weighting dropped

Local education authorities have broken with tradition and refused to pay cost-of-living allowances this year to hundreds of teachers living on the fringes of London.

Teachers' leaders have also been told that the authorities will offer only 7.5 per cent in the weighting allowances paid to teachers in Inner and Outer London. The claim was for 13.6 per cent, which would bring the Inner London allowance to £864 a year, outer London to £567 and those on the fringe to £243 - in line with government estimates of the past year's cost-of-living rises.

Mr Alistair Lawton, the new leader of the management panel on the Burnham committee, which negotiates teachers' pay, said: "The fringe allowance was first paid at a time when we were trying to attract teachers to come to work in the areas immediately surrounding London. It is quite ludicrous now."

The areas which would miss out on the increases are Bracknell, Slough, Windsor, Maidenhead, Beaconsfield, the Chilterns, Basingstoke, Brentwood, Epping, Broxbourne, Dacorum, East Herts, Hemel Hempstead, Three Rivers, Watford, Welwyn Garden City, Hatfield, district council areas in Surrey, Dartford, Sevenoaks and Crawley.

This week

VAT man hits school outings 3

Government plans for polys and colleges 5

Bishop condemns teachers' apathy 6

What becomes of the ageing PE teacher? 7

Desegregation: Little Rock looks back 9

The worksheet disease 11

Establishment pressure group 13

London International Festival of Theatre 16

Coming soon: a video breakthrough 21

Comment Platform School to work Overseas news Letters 10,11 Features 12,13 Review 15 Arts 16,17 Books 18,19 Resources 20 Media 21 Endpages 22,23

Headmaster's Diary Personal column, Crossword 32

Desegregation: Little Rock looks back 9

The worksheet disease 11

Establishment pressure group 13

London International Festival of Theatre 16

Classified 24

Circus comes to town 15

Classified 24

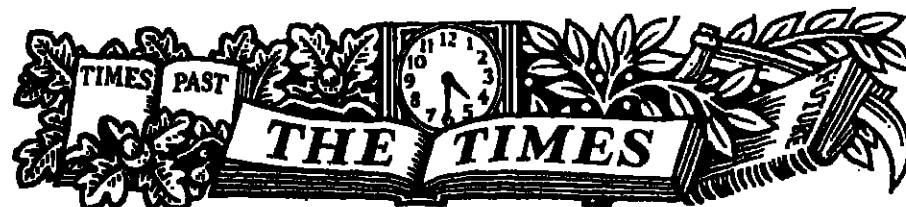
Classified 24

The package of measures which Mrs Thatcher brought with her to the House of Commons on Monday provide the most serious evidence so far of the shocks which the Government has sustained at Toxteth, Liverpool, Manchester, Brixton - and Warrington.

The increase in funds for the Manpower Services Commission is in line with the proposals already put forward for the Youth Opportunities Programme. Mrs Thatcher has repeated undertakings given by Mr James Prior to the effect that "all unemployed school-leavers should this year be offered a place on the Youth Opportunities Programme by Christmas" and that "we should try this year to offer a place within three months to other young people who have been unemployed for three months".

These are extremely important promises - made the more so by widely reported doubts among those who are close to the Youth Opportunities Programme as to the feasibility of keeping both promises. Mrs Thatcher has now laid it on the line. If Sir Richard O'Brien can already see that the extra places needed to underwrite this guarantee will not be forthcoming within the resources now promised it is up to him to say so straightaway.

The Prime Minister went out of her way to stress the need to improve the quality of the openings provided under YOP, quoting home truths which had already been passed on by her roving minister-plenipotentiary on Merseyside, Mr Prior's aim to develop YOP into the basis for a national traineeship scheme received a pat on the head from Mrs Thatcher with a reference to "a better training scheme for the young which would eventually replace the existing programme". In terms remarkably close to those used by Mrs Shirley Williams in her time, she embraced the aim "to reach the



EDUCATIONAL SUPPLEMENT
PO Box 7, 200 Gray's Inn Road, London WC1X 8EZ. Tel 01-837 1234

Mrs Thatcher's £60m boost for staying on

position where all young people on leaving school either move into further education, find a job or are given the chance of vocational training or community service". This has become the national consensus. What is needed now, as the MSC clearly recognizes, is a workmanlike, phased plan to put it into effect with high quality vocational education, training and experience. Whether this can be done against the background of an employment crisis is the big question. On the other hand, without an employment crisis where would be the spur to action?

Not insignificantly, the measure which the Prime Minister put first in her list was the £60 million to enable 50,000 more young people to stay in education beyond 16. When Mr Carlisle stressed the importance of encouraging staying on in his speech to the Council of

Local Education Authorities earlier this month, the absence of any reference to money was immediately pounced on by CLEA delegates, and leader-writers. Now Mrs Thatcher has filled in the missing paragraph in his speech and vindicated the case he has been making in Cabinet.

No decision, it seems, has yet been made as to how this money should be distributed. It is intended to target this aid as precisely as possible. It is no part of Mrs Thatcher's aim that anything should thereby be added to the rates, but it can hardly be sufficient simply to add £60m to the Rate Support Grant in return for some general assurances from the local authority associations.

One way would be to hand the money out by some modification of the urban programme which already provides a specific grant at a

level determined by the central Government and restricted to a given target group. Terms would need to be different: the unemployment areas might not exactly coincide with the deprived inner cities; but the details which could, no doubt, be worked out.

More staying on is obviously desirable coupled with imaginative course development. It is being pointed out by some careers officers that more education will not guarantee a YOP and may yet be unable to find employment, is not helped by any of these proposals. There is a grain of truth in this, but a majority of those who stay on as a result of this latest financial package will be on vocational or pre-vocational courses. It is likely that much of the extra money now being offered will go to A level courses for 18-year-olds.

It seems that Professor Alan Watts also managed to get support for his proposal to subsidise low paid jobs for under 18s, a means of increasing employment directly, also indirectly by holding down the level of teenage wages. This will increase the value but it is another way of countering the other factors which have made young people less attractive employees than some of their elders.

The contention which this last measure, raise is, of course, relevant to any attempt to prepare for a world in which ordinary jobs for the under 18s have largely disappeared. The world in which most 16 and 17 year-olds enrolled in various forms of subsidised vocational preparation will also be one in which their spending power is much less, relative to average earnings, than that of, say, teenagers in the booming 60s.

Interested bodies. Well-thought out plans have been disregarded or watered down by recognition.

A powerful case, for example, has been made that parents should have access, a right, to the records of any child assessed for need of special education, and to the assessment on which the assessment was based. A formula was finally unveiled at the top of the Bill's progress through the House of Lords. Parents will still not be able to see the reports, but they will have the right to meet with an I.E.A. official to discuss proposed statement and then, if dissatisfied with some other relevant or "appropriate" person.

Through this looks at first like a bit of compromise, closer inspection reveals a deeply unsatisfactory solution which will make matters even worse, and will create bad feeling.

In the first place, statements will only be provided for the 2 per cent of children who would probably have been in special education pre-Warnock. That leaves another 18 per cent coming into the Warnock definition of need whose parents will have no right to interview. The DES always seems to regard the need to keep medical reports secret as paramount; but it is the reports from educational psychologists and social workers which can be highly judgmental and often misleading and these may well be much more relevant to the 18 per cent.

Even those parents with full rights to face-to-face discussion are likely to find the process an embarrassment or a nonsense. Either the official will tell them what is in the report, in which case they might as well be shown the report - and they will be in the report.

Parents need to know what is in a report that they can challenge its veracity, or support the assessment on which it is based. The amendment will not help them.

The Bill in short will end up just as the disappointment on parental rights in the statutory right to further education, on the National Advisory Council, on corporate management in special schools and on any real sense of progress on integration.

No comment

"I have just had a letter about this girl and almost total hearing loss on the right side. I'm not sure whether the school is aware of it. I should be causing her no problems as long as she sits with her right side to the teacher." Letter from a senior medical officer to the head of a Southampton secondary school.

Four get warnings after three-day governors' hearing

Head and staff disciplined

by Richard Garner

The headteacher and three senior staff of an Essex secondary school - suspended following clashes over discipline and teaching methods - have all been disciplined.

Governors who conducted a three-day disciplinary hearing last week ruled that warnings should be issued to all four teachers - Mrs Pamela McDermott, the head of Belfairs Girls High School in Leigh-on-Sea, Mrs Ann Brohl, the deputy head, Mrs Gillian Mann, the deputy head, and Mrs Maureen Hockley, the head of mathematics. In addition, it was agreed Mrs McDermott would go on voluntary leave of absence until the start of the Spring term in 1982 and that Mrs Mann and Mrs Hockley would be

voluntarily transferred to other schools. The governors decided that the deputy head should return to the school next term but that Miss Hobbins, the second deputy, should continue as headmistress next term - a said: "I regard the governors' decision as a fair and correct one, having regard to all the evidence."

Mr David Hart, general secretary of the National Association of Head Teachers who represented Mrs McDermott at last week's hearing, said: "I regard the governors' decision as being a fair and correct one, having regard to all the evidence."

The transfer of the two teachers is by agreement and in addition to the disciplinary hearing. A statement issued by the governors said that they were confident about the quality of education offered by the school to its pupils. The clash is said to have been over the way in which the school was run with Mrs McDermott seeking to introduce tighter discipline and more traditional teaching methods and being opposed by the other three teachers.

Lazy and incompetent condemned

A teachers' leader warned this week that lazy and incompetent teachers would abuse any conditions of service contract that unions and management might draw up.

Mr Bill Thomson, the new national chairman of the Professional Association of Teachers told the association's annual conference in Nottingham:

"Surely we have enough sense to see that the imposed minimum can, for the lazy, for the incompetent, for the militant unionist, very soon become the statutory maximum."

Mr Thomson also attacked "old-fashioned" trade unionism, adding: "We have seen the militant political biased trade unionism with its bully boys who take a swing at our hard pressed local authorities and only succeed in clouting the children in our schools. It is out of date, obsolete, even obscene."

Mr Thomson, who teaches in Dumfries in Scotland, said that teachers who support strike action would be better off outside the profession.

"Teachers who support this so-called industrial action are not only impudent but also defraud parents by not providing education of the highest standard, defraud pupils by failing to provide proper care, leadership and good example... and worst of all, defraud themselves of the supreme satisfaction of doing a difficult job to the best of their ability," he said.

"They are a small minority and the teaching profession would be better off without them."

Storm over VAT on outings and course fees

by Biddy Passmore

Five counties have complained that 15 per cent VAT is being levied on the fees they charge for school outings and sports visits to other schools.

Now officials at the Association of County Councils have written to Customs and Excise to urge a change in their interpretation of the rules. The local authorities argue that providing sport and recreation is part of their duties under the 1944 Education Act and should not therefore be liable for tax.

Guidelines issued by Customs and Excise to local education authorities state that education visits are not liable for VAT where they serve a clear educational purpose relating to the normal school curriculum and are not "primarily of a recreational or sporting nature."

But they also stipulate that the pupils taking part must be uniform in age or ability.

The counties accept the first point but say the second is none of Customs and Excise's business. They want the guidelines changed and clear recognition that their duties extend to sport and recreation.



Bishop's move: The Roman Catholic Bishop of Nottingham, James McGuinness, presents an in-service trainee with the Catholic Teachers' Certificate in Religion, at the Highfields Centre, Derby.

Teacher stole exam papers

The deputy headmaster of a grammar school has appeared in court and pleaded guilty to stealing examination papers and falsifying an examination accounts sheet.

Mr Roy Coleman, who teaches at Altrincham Grammar School for Boys in Trafford, was remanded on

for four weeks for reports. Magistrates were told he had revealed the papers' contents to pupils.

Education officials in Trafford have said they will not take any action against Mr Coleman until the case is completed.

UGC chairman admits that cuts will do short-term damage

by David Jobbins

Cuts in University spending over the next three years will do "short term damage" both to education and the country's research base, Dr Edward Parkes, chairman of the University Grants Committee, has told MPs.

At this week's private session of the Commons Select Committee on Education he said: "We have certainly had to cut in areas where there is a degree of excellence we would have liked to see remain". He was asked if the cuts at Stirling or Salford Universities would lead to closure in a few years' time. Dr Parkes said: "Assuming that the problem of redundancy or early retirement money can be solved... no, I would not think so."

"Indeed, it has been suggested to me that once this traumatic period has passed, those particular universities would be in an advantageous position."

He said discussions were still continuing with the government about where money to pay a redundancy bill which vice-chancellors had en-

lief said could be £250m would come from. He believed that Mr Mark Carlisle, the Education Secretary, now understood that it was not possible for the universities to find the money.

He told the committee that if a university recruited more than its reduced target of home student numbers, the UGC would only react against it if the work the university was doing suffered.

"If the disparity became so great in particular areas that we thought they were giving a very bad deal to their students we would then want to argue the point with them."

In response to MPs' questions, Dr Parkes outlined the criteria the UGC had used, and the procedures it had adopted in reaching its recommendations.

Queen's University, Belfast, and the New University of Ulster will suffer a 3½ per cent volume cut this year but they have been given no guidance on student targets or where to apply the cuts.

Riot area needs black teachers and no 11-plus, says inquiry

by Sarah Bayliss

An inquiry into last year's riot in St Paul's, Bristol, has called on the local education authority to recruit more black teachers and black school governors and to abolish the 11-plus system which affects children in the area.

Witnesses to the inquiry could not agree however, that the area should have a secondary school of its own. Some feared that such a school would become a "ghetto" school.

The inquiry report states that a "cardinal factor" in the lives of young blacks; it contributes to their poor employment prospects and to their feelings of alienation.

The inquiry, organized by Bristol Trades Council and chaired by Ian Mikardo, Labour MP, blames the disturbances on poor housing, education, unemployment, racial discrimination and tense relations with the police.

It points out that children in St Paul's go to one of seven different secondary schools, some of which are quite far away. Transport costs were a "serious financial burden" on some parents. Some witnesses described the widespread dispersal of secondary pupils as amounting to "an unofficial bussing policy."

All the evidence received expressed dissatisfaction with the 11-plus system which still persists in the North Central area of Bristol of which St Paul's is a part.

But while some witnesses thought St Paul's should have a new secondary school of its own, others felt such a school with a large number of children from ethnic minorities could become a "ghetto" school. One solution which was "strongly urged" was the conversion of the two existing grammar schools into neighbourhood comprehensives.

Dr Robert Glendinning, chairman of Avon elected committee on the newly elected Labour council, said this week his committee would be considering the report. His party are pledged to end the 11-plus in Bristol schools.

He said the authority would welcome more black teachers and black governors "if they were forthcoming".

"It certainly think that educational deprivation has contributed to the problems of the area and we want to do something about that," he added.

Bristol Trades Council set up its inquiry after the former Conservative Avon County Council had refused to set up an investigation.

Top officials talk pay

Chief education officers and their deputies were discussing a 17 per cent pay claim this week.

Their representatives had catalogued the problems of a "grossly underpaid profession" - particularly the numbers leaving the service for higher salaries in schools and colleges.

The evidence is all there - in a large number of authorities the resources are badly wrong," said Mr John Bevan, former chairman of the Association of Education Officers, prior to the talks.

Bargaining was expected on several other points. Some chiefs whose pay is negotiated under a different body - the national joint council - received 2 per cent more by going to arbitration last year. Officers under the joint negotiating Committee want to catch up on this figure this year.

Secondly, all education officers have said they want their pay negotiated with the same body. A request for a major restructuring of the negotiating machinery was expected in the talks this week.

Thatcher package

From page 1

The most likely alternative is specific grants to some 1,000 under the Urban Programme.

A spokesman for the National Union of Teachers said the Government must make up its mind. "One aim is saying we want more teachers while another is saying more local spending cuts, which will fall most heavily on teachers," he said.

A £15 million scheme to set up 30 information technology centres - specialized training workshops where YOP youngsters will be taught computer operation and engineering - was also announced. It will be funded jointly by the Manpower Services Commission and the Department of Industry and involve local companies as well as educational institutions and agencies. Mr Holland said that he hoped the scheme would grow so that every town had its centre.

Mr Kenneth Baker, a junior industry minister, said that the scheme was not intended to be restricted to the more able youngsters and that experience with the pioneering centre at Notting Hill in West London had shown that the less able were able to benefit greatly.

Comment

National body - by 1984?

The starting point for the Government's latest discussion paper (page 5) is the generally accepted need to tidy up the oversight and funding of higher education in the public sector - meaning, largely, the polytechnics, the colleges of higher education and the major colleges of further education.

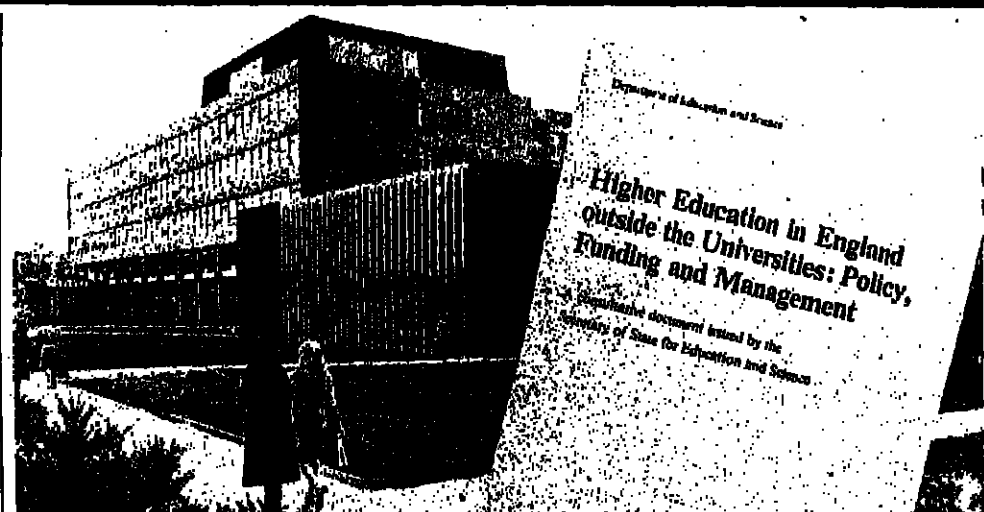
It is not disputed that this requires some sort of central body to distribute the money now provided through the advanced further education pool. Where distribution abounds is over the exact powers of such a central body, its responsibilities to the Government, the local authorities and the colleges, and where the real policy-making should take place - in the Department of Education and Science, in a quasi-independent national body, or in the local education authorities. Whose creature the national body should be is one of the crucial questions.

Some nine or ten months ago, Mr Carlisle braced himself to act and decided to go for a national higher education body responsible to him, distributing such funds as he provides, to a newly-defined public sector of free-standing colleges with corporate status, not under the control of the local authorities.

As might be expected, news of Mr Carlisle's plans leaked out and local authority associations countered with plans for their own national body. Mr Carlisle's discussion paper sets out both plans - Model A (the local authorities' scheme) and Model B (his own). The discussion document summarizes each plan in no more than 400 words, so none of the detail is included. But the paper makes it clear that the task of any new body is to plan for excellence and cost-effectiveness. That is to say, it would have to work within strict financial limits in distributing its funds and supervising the development of public sector higher education so as to maintain its characteristic vocational bias, and responsiveness to the labour market, while cutting waste through rationalization.

The inference is that there would also have to be a very national and regionally co-ordinating the plans of the universities and colleges across the binary divide.

The house size, disguised as it they were, clearly technical - how best to control the money and take the best technocratic decision.



Model A is unsatisfactory (to the DES) because, as it stands, the central body's executive authority could be defied by the sovereign I.E.A.s which actually own the colleges.

It is also held that an I.E.A. scheme would require closer local authority control of each individual college. This is something the local authorities have hankered after ever since the Weaver reforms of the late 1960s. It must be obvious that this would (rightly) arouse strong opposition from the colleges, as it would also from the DES.

Model B, on the other hand, would increase the independence of the institutions, dealing directly with the central body and having control over their own budgets within the funding agreed. The main objections to Model B focus on the proposal to cut the local authorities out of higher education altogether. Not only is this a breach with a great many years of history, but a practical consequence of the change might be to prejudice the non-advanced work now undertaken in colleges which would move into the new DES-controlled sector, and the advanced work remaining in the local authority colleges. Various methods of buying in or contracting out have been mooted.

Of the two models, Model B looks (as no doubt it is intended to look) more practical and business-like. It is true that it only makes sense to have two central bodies - the new one and the UGC - if there are to be distinctively different policies for the college and the university sectors. Nothing Mr Carlisle has said so far suggests that such policy would necessarily be forthcoming. Mr Carlisle's main objection to handing the whole job over to the UGC is the quite valid one that the UGC couldn't handle it. The UGC itself would obviously change out of recognition if it took over the rest of higher education. This alone would mobilize opposition in what participants might see could quickly become a reverse take-over.

What is obvious is that the technical efficiency of A or B is much less important than underlying political questions of national or local planning in higher education. The case for national planning is very strong - so strong that even the I.E.A. scheme goes a long way towards conceding it. On balance it makes much more sense to press ahead with Model B than try to knock the contradictions of Model A into shape.

The discussion document, however, is another recipe for delay. There is no prospect of legislation this side of 1982. It begins to look as if the first inheritors of the new system will be the Social Democrats in 1984. That would be a turn up for the book.

Missed chances on Warnock

The progress of the Special Education Bill, which was due to reach its Report stage in the House of Lords at the end of this week, is an irresistible reminder of the story of the young man searching for a job in the classified advertisement columns. All the best jobs, he claimed, were in the situations wanted column, rather than situations vacant.

In the case of the Bill, which provides a legal basis for implementation of Warnock, all the best amendments to its disappointing progress through both Houses of Parliament seem to have been put down by the Opposition. Consequently, they have had little chance of success in comparison with the new compromise clauses which seem to have been dragged out of Ministers.

This is especially disappointing when it is considered that there have been particularly constructive consultations at all stages of the Bill with voluntary organizations and other

Platform

Let schools and authorities engage in a constant dialogue about policy and watch the confrontations dissolve, says Tyrrell Burgess.

Stop, look and listen

Consultation is much in demand these days. Unfortunately, those who demand it seldom realise that consultation is invariably undertaken for the benefit of those consulting, not of the consulted. It alerts the former to what they cannot get away with, but it does not give the consulted any genuine opportunity for sharing in decisions. The terms of consultation are always, in the nature of the case, set by those consulting. The consulted are offered the chance to complain and criticise: they are not given a share in the creation either of policy or of institutions.

These truths have just been brought home, rather roughly, to the pupils, parents and staff of John Newnham High School in Croydon, and it is interesting to follow their experience as to how the inadequacies of consultation and suggest something better.

The problem for the London Borough of Croydon, in which John Newnham School stands, is to deal with a shrinking secondary school population — rather inelegantly known as "falling rolls". In December 1980 the director of education produced a paper called "Proposals for the reorganisation of secondary and further education in the face of falling numbers". In an introduction, the chairman of the education committee and of the joint sub-committee on secondary school places set out the difficulty: "Between now and 1990 the number of children in secondary schools in Croydon will fall by over 40 per cent". The director's proposals were designed "to ensure that standards are maintained and improved with the least possible disruption through redeploying our considerable resources to the best advantage". They added: "Before final decisions are taken the sub-committee, appointed by the council to plan for fewer numbers in our schools, are anxious that there should be the widest consultation on the possibilities before us". They hoped that their invitation to comment would be widely accepted.

Very broadly, the director recommended that secondary education should be organised on the basis of schools for 11-16 year olds with three sixth-form centres, one of which would include the FE college.

This would mean closing 10 schools out of 26. The proposal for John Newnham was that it should cease to be a school for 14-18 year olds and become instead a five form entry 11-16 school.

Naturally these proposals were widely opposed in the schools. In particular, the schools marked for closure mounted energetic campaigns against them. The governors of John Newnham School, accepted the principle of 11-16 high schools and sixth-form centres, but argued that John Newnham should be one of the sixth-form centres rather than an 11-16 school. They did so on the basis of the reputation of the existing sixth-form, which attracted pupils from all parts of the borough. More than 230 applications for sixth-form places had been received for September 1981. The reputation rests upon the school's readiness to welcome pupils of all kinds and abilities and on its success in assisting them into universities and other higher education.

The authority's consultation was formidable. Every parent was told about it. Some 10,000 copies of the consultation document were issued. And 20 public meetings were held, attended by some 4,000 people. Nearly 4,000 individual letters and submissions were received, together



with 12 petitions with over 23,000 signatures. The pupils of one school wrote one million lines: "Save Shireley High".

In April 1981, the director of education issued a report on these representations and containing his comments on them. This document was not very widely circulated outside the education committee; it went to heads and chairmen of governors. This document did not deny John Newnham's popularity for sixth formers though it attributed this partly to the existing pattern of places. It added that the school was needed for 11-16 year olds because of proposed closures elsewhere. In a separate comment on one of these other schools it said: "The retention of Overbury would mean either the closure of John Newnham or its addition to, or in substitution for John Ruskin."

Two weeks later the report and recommendations of the director of education were sent to the schools and the press. This recommended the retention of Overbury School and thus threw John Newnham and John Ruskin into competition as a sixth-form centre. The conclusion was: "It is therefore recommended that a post-16 centre be established at John Ruskin and that John Newnham close."

The effect on schools would be dramatic... it would improve morale... make change acceptable.

been subject to any consultation at all. The Secretary of State should clearly withhold his consent from Croydon's proposals until the methods employed by the education committee are very greatly improved.

To many this will seem an unreasonable reaction. After all, Croydon's methods are entirely typical of consultation in education authorities all over England and Wales. Is it realistic to hope that they can be improved? It is my belief that they can and should be.

The weakness of the present method is obvious. It is that schools are faced periodically with organisational proposals arising from many different pressures, including policy, finance and population change. They are asked to react, ad hoc, and usually to a timetable. It is just not possible for this to be satisfactory to the schools, even when it is done with care.

What is needed instead is a continuous process by which the local education authority makes clear to the schools the overall policies and constraints within which they are working. It would encourage the schools to make responsible proposals in the light of known facts. It would avoid putting each of them in the position of suddenly having to fight for its survival at the expense of others. It would increase the number of solutions available to the authority for difficult problems. It would improve morale and avoid the destructiveness that wholesale closures always entail. It would make change acceptable, because the changes would be proposed by those affected, not imposed upon them by external force. In short it would replace consultation with responsibility.

The effect on the schools themselves would also be dramatic. In particular it would bring pupils, parents, staff and governors together, not just occasionally as defensive pressure groups, but continuously as responsible people collaborating through the exercise of their distinct powers and duties. It would also encourage greater co-ordination between schools, because schools would discover a mutual interest in making proposals together rather than seeking survival at the cost of destruction elsewhere.

There would be great gains, too, to councillors and officials. At the least they could avoid placing themselves in a position where the hurried closure of a third of the secondary schools appeared the only option. They could cease to be seen as the periodic enemies of individual schools. Instead their task would be to inform the schools, and assist them, separately or together, to evolve reasonable solutions to agreed problems. The task of creative and collaborative administration would become possible. The local authority would be a last resort in cases of dispute, not the creator of disputes in the first place.

A system of this kind is based on the realisation that change is continuous and is best responded to as it happens. The alternative, with which we are all familiar, relies on the unstated assumption that a "plan" can be centrally devised and "implemented" and can be expected to last. Such rigidities can have no place in a personal service like education. Given the chance, John Newnham High School and the other schools in Croydon would quickly learn to do better for themselves and the borough than the authority, given its present system of planning and consultation, can possibly achieve.

Head objects to 'political propaganda'

by Sarah Bayliss

The head teacher of a large comprehensive has complained about the way what he calls "political propaganda" is in the past.

Mr John Sayer, head of Bask School in Oxfordshire, has objected to a pamphlet, sent unsolicited to school, called *Namibia in Focus*. He said it would be wrong to use lessons because it gave a one-sided view of the politics of the country.

In a letter to Lloyd Hughes Associates Limited, a London consultancy which runs the Namibia Information Service, Mr Sayer said the four-page pamphlet gave a biased and unfavourable view of South West African People's Organisation and also undermined a role of the United Nations in settling the country's problem.

In particular Mr Sayer took objection to the following paragraph: "Since 1966 SWAPO — under pretext of being a 'liberation movement' — has been waging a campaign of terror, murder and intimidation against their own people."

"I object to partisan and subjective literature being circulated in schools under the guise of a 'fact sheet'," said Mr Sayer, a former head of the Secondary Heads Association.

A spokesman from Lloyd Hughes Associates described the pamphlet as a "fact sheet" useful to schools, current affairs and geography lessons. "We are interested in increasing knowledge about what's going on in Namibia — we're not trying to make any party political point," said.

The complaint was the only one received after the pamphlet had been mailed to several hundred schools and comprehensives. Of 50 schools had written asking more issues to be mailed to them. "The reaction has been remarkably good," said the spokesman.

One school had wanted to establish that the Namibia Information Service had no connections with South Africa. "Of course I assure them that we are very careful to have no South African connections," said the spokesman. The service was paid for by Namibian public funds and was not paid for by the Democratic Front, the Alliance, which has a majority in the present government.

In the past fortnight the service has itself complained to the National Defence and Aid Fund for Southern Africa for producing "biased" and "biased" information for schools.

The fund recently organized a competition for primary schools on the theme of social and domestic conditions in South Africa and Namibia.

Sir Trevor Lloyd-Hughes, chairman of the consultancy running the Namibia Information Service, wrote to the fund stating that the school had been misled by the service and that the teachers' information was biased.

Ms Ethel de Keyser, spokeswoman of the fund said this week that there was "no clear distinction" between the two countries so long as 100,000 South African troops were in Namibia.

Schools to show nuclear film

Schools in the London borough of Haringey are being encouraged to show the nuclear war film, *The Game*, to their pupils.

At a meeting of the Labour council last week, a recommendation was approved for the film — banned by BBC — to be shown.

Mrs Glensy Atkinson, chairman of the education committee, said that the council would pay for the hiring of the film, where schools and community groups requested it. She stressed that it would not become "compulsory viewing" nor would be shown to young children.

Carlisle aims to 'nationalize' non-university higher education Talks on national body

by Biddy Passmore

The Government this week unveiled its plan to set up a parallel body to the University Grants Committee for the public sector of higher education.

The plan would effectively nationalize the bulk of higher education outside the universities by removing the biggest institutions from local authorities and placing them under the direct control of a committee of Government appointees. The committee would have a budget under £400m a year to allocate to its polytechnics and colleges.

This is set out alongside the local authorities' rival plan (see models A and B, right) in a Green Paper published on Monday. Comments are invited by the end of November.

When the DES scheme, in a virtually identical form, was first leaked to the press in February, it was met with fury from the local authorities. This week, however, they were more moderate in their reaction.

Two criticisms of the CLEA proposals made in the Green Paper are that it would be hard to include the voluntary and direct grant colleges in a body dominated by local authorities.

And, if they were kept separate, the Government would lose the advantage of placing all initial teacher training in the public sector under the control of a single body, it says.

Mr Alistair Lawton, chairman of CLEA, pointed out that the body proposed by CLEA would be publicly accountable while the alternative would not.

Improvement in A levels stalled

by Bert Lodge

Confidence that A level results would improve by schools going comprehensive has been confounded, according to a survey of examination results covering the 22 years between 1957 and 1979. By contrast passes in ex-direct grant and independent schools have continued to improve.

A level results in England and Wales were monitored by Mr Raymond Baldwin, chairman of the governors of Manchester Grammar School, a contributor to the Black Papers. In a report to the National Council for Educational Standards, he points out that the improvement of percentage successes since the 1950s was projected by the DES in 1968 to continue as far as 1979.

In fact, it stopped climbing in 1971 and has remained on a plateau ever since. In Wales — which went comprehensive earlier — results in the last 10 years have fallen noticeably compared with England.

The lack of progress after 1971 occurred despite the raising of the school leaving age in 1972-73 and a continuing slow improvement in teaching pupil ratios.

Most remarkable of his findings is the optimism of DES projections for the later 1970s. The percentage of the age group obtaining one, two or three A levels doubled between 1957 and 1967 from an average of six per cent to about 12 per cent. Then it began to slow down so that, for instance, while the percentage of boys leaving with two A levels in 1977 was still only 13.5 the DES had forecast in 1968 it would be 21.3 per cent.

A forecast 25 per cent of boys leaving with one A level has turned into a real 16 per cent, and for those with three levels the estimated figure was 14 per cent and the actual figure 9.5 per cent.

Mr Baldwin points out that the big transfer to comprehensives after 1965 would not greatly affect A level till seven years later.

In a *Radio Times* interview, he said: "I was one of the people for whom corporal punishment actually worked."

Prince Charles revealed that he was beaten twice while at his first boarding school, Cheam, which has moved to Berkshire where one of his headmasters was Mr Peter Bask.

Secondary schools 1965-1979 by Raymond Baldwin. National Council for Educational Standards, 1 Chancery Crescent, Kenton, Middx. £1.60 pp.

The National Association of Teachers in Further and Higher Education also said it favoured the CLEA plan. Both the Committee of Directors of Polytechnics and the Association of Polytechnic Teachers, however, said they preferred the DES model.

Introducing the document, Mr Mark Carlisle, the Education Secretary, said the next step would be a White Paper, as either of the models would require primary legislation.

"This has been knocking around for long enough," said Mr Carlisle, "and someone must then make firm decisions in the light of the observations received." But he held out no prospect of a Bill before the 1982-83 Parliamentary session.

Officials added that the establishment of the new body could be followed by the creation of a mechanism to help it work with the University Grants Committee — either a single umbrella body or machinery to link the two.

The DES plan would involve the creation of a new sector made up of some 90 major institutions of higher education outside the universities, including all initial teacher training.

Local education authorities would have removed from them the ownership and control of the 29 English polytechnics and some 30 other colleges, which would be placed under the direct control of the new body.

To these would be added the 37 voluntary and direct grant colleges already funded directly by the DES. The L.E.A. plan, on the other hand, would set up a local authority-

dominated central body to oversee public sector higher education in all 400 institutions that now provide it.

Colleges would be kept in local authority ownership and L.E.A.s would continue to share their funding, although with strong directions from the centre about course provision and funding levels.

Setting up the new quango should not involve any significant increase in costs, Mr Carlisle and his officials aimed on Monday. Even buying the colleges from local authorities would be simply a transfer of assets from one part of the public sector to another.

The Education Secretary made it plain that his Department still favours its own plan. But he stressed that the local authorities' proposals were much stronger than those put forward by the Oakes Report of 1978 and the Committee for Colleges and Polytechnics suggested in the Commons Select Committee report last year.

The local authorities now accepted the need for an executive, not just an advisory body, he said. However, the Green Paper makes it clear that the local authority plan would only be acceptable if councils would agree to sanctions if they defied the central body's wishes and tried to top up their institutions' funds out of the rates.

The Green Paper openly acknowledges the difficulty of separating advanced and non-advanced work in the 90 colleges selected for inclusion in the DES body.

The Green Paper openly acknowledges the difficulty of separating advanced and non-advanced work in the 90 colleges selected for inclusion in the DES body.



Baby minding: parents watched a home economics lesson in action at a recent open day at Erith School, Kent.

Test case on Welsh primary

A test case in the High Court will determine whether a local authority has acted unreasonably by announcing the closure of a rural primary school on the last day of term.

Parents of the 18 children who attend the Tirabad county primary school in Powys, Wales, want a High Court injunction to prevent the school closing its doors from next term. The case was expected to come to court today.

A question mark has hung over the small, newly-built school for some months and parents have been battling to ensure its survival. But they were not given final notice of closure by Powys until July 17, the last day of term.

Caning gets Royal approval

Prince Charles has spoken up in favour of corporal punishment — in an interview published just a few days before his wedding to Lady Diana Spencer.

In a *Radio Times* interview, he said: "I was one of the people for whom corporal punishment actually worked."

Mr Baldwin points out that the big transfer to comprehensives after 1965 would not greatly affect A level till seven years later.

Model A the CLEA plan

A small central body would be made up, not of nominated interest groups as recommended by the Working Group or the Select Committee, but rather of representatives directly engaged in the provision of the higher education in question. In recognition of their legal and financial responsibilities, local authorities would be in a majority on such a body. A substantial minority group would represent the principals and other teaching staff of the institutions. Other interests, such as industry and commerce, would be associated appropriately with the body, though not necessarily given actual membership of it; assessors would also be offered, for example to the Department of Education and Science. A suitable relationship with the voluntary and local authority majority, the body would exercise some collective authority on behalf of the individual local authorities and so allow the surrender to it of a degree of local autonomy and discretion. Such a body would be able, and might be formally empowered, to insist that the traditional discretion of individual authorities be waived in

acknowledgement of overriding national priorities agreed centrally by the new body. Working through the current pooling arrangements, with the Secretary of State retaining his statutory responsibility for determining the size and method of distributing the pool, the central body would operate a resource allocation procedure of the kind outlined in Part IV [Modified Pooling]. The accountability of a body composed and acting in this manner is emphasized by its promoters.

The current relationship between individual maintained institutions and their local authorities would continue basically unaltered; but CLEA sees a need, if the arrangements just described are to be given full effect, to enhance their control over individual institutions through amendments to the Articles of Government. The model recognizes the intermixture of advanced and non-advanced further education provided in the great majority of institutions outside the universities; the single management framework for both which would be retained would permit a close relationship between these two levels of provision.

Model B the DES plan

Under Model B, a new sector of higher education would be created comprising all the major non-university institutions which would be financed directly from Exchequer funds disbursed by a central body. In this way a direct line of accountability would be drawn between a central body in this case appointed by the Secretary of State, so as to acknowledge the wide range of interests directly and less directly concerned, and those institutions with a predominant commitment to the provision of a primarily national service. As against the small central body of Model A, the body might consist of a Chairman and some 20 members, academics and non-academics, with a significant weight attaching to industry and commerce. The DES, together with other Departments such as Employment and Industry, and also the UGC and CLEA might appoint assessors to these institutions which are already centrally funded and of the maintained colleges, those which are predominantly engaged in higher education, those which make major national provision in certain specific subject areas and those which provide initial teacher training. Applying these criteria and aiming to place at least 80 per cent of the advanced student

population in the new sector would mean including some 90 or so of the 396 institutions engaged in the provision of higher education. On this basis, excluded institutions — financed under separate arrangements — would account for about 15 per cent of all full-time and sandwich students, and about 20 per cent of all students, on advanced courses. The funds available to a central body in support of its higher education responsibilities would be constituted by the relevant proportion of the current advanced further education pool, and funds from the Department's direct grant and voluntary college vote.

The legislation establishing the body would define its relationship with the Secretary of State and with the institutions receiving grant from it. The legislation would also have to confer corporate body status on most of the maintained institutions transferred to the new sector, determine the composition and method of appointment of governing bodies for the newly incorporated institutions, and secure the transfer to them, once established, of property, responsibility for staff, rights and liabilities etc. Agreement would have to be reached on the conditions under which formerly maintained institutions would pass into new ownership.

Parents win right of challenge Last-ditch bid to alter bill

The Government has tabled last-minute amendments to the Education Bill giving parents the right to confront local officials about a statement that their child needs special education.

The Bill completes its Report stage in the House of Lords today and is due to become law by October.

If after the meeting the parent still disagrees with any part of the assessment made of his child, he may then ask for one or more meetings with "an appropriate person" to discuss the advice on which it was based. But the "appropriate person" may not be the professional who gave the advice and the amendments will not give parents the right to see the advice itself.

The Advisory Centre for Education, the parents' pressure group, claimed this week that the changes would mean parents would be even less likely to get access to the actual records about their child than if the law were left more open.

Amendments should be conceded, first, to strengthen the apparent intention to integrate handicapped children into ordinary schools and second, to provide clear rights for parents over assessment and placement of children.

The groups writing to Mr Carlisle include the Campaign for Mentally Handicapped People, Down's Children's Association, the Association of Blind and Partially Sighted Teachers and Students as well as the Advisory Centre for Education, the Campaign for the Advancement of State Education and the National Union of Students.

Bishop condemns teachers' apathy

by Bert Lodge

Teachers who "drive on to school premises at the last minute and drive away again as soon as they can" are condemned by the Bishop of Southwell, the Right Reverend Denis Wakeling, in his August diocesan news letter.

Blaming the outbreak of violent hooliganism on the failure of people who can influence children to accept their responsibilities, the bishop says

young people today have grown up with the worst of examples to follow. The atmosphere in schools has changed markedly with teachers spending as little time as possible there.

"Little attempt is made to give extra time to children in a way that shows interest in the children. Instead of being friends, teachers are now too often the authorities against whom it is right to rebel."

"The trouble with our schools is not so much a question of money but of concern for children and desire to form good relationships with them."

The churches have also failed the young by not providing a good youth service for the community. "In 1963 young people stopped coming to church. Youth organizations are conspicuous by their absence, apart from uniformed organizations which

do a great job but are desperately short of leaders."

Bishop Wakeling said afterwards he specified 1963 because he felt that was the year of youth emergence. At that time he was the vicar of Barkingside, east London. "The noisy corners of our churches came to an end. We were just beginning to get into the pop culture. After that they just did not turn up anymore."

Governors keep powers on transfers

by Biddy Passmore

A local education authority which tried to streamline redeployment of teachers by cutting out consultation with the school's governors has been forced to back down.

In March last year Mr Michael Nichol, director of education for the Wirral, sent a letter to all chairmen of governors, asking them to accept the letter as the formal consultation required by the articles of government on the transfer of teachers. This simplified procedure had been passed by the education committee to help achieve cuts, he said.

However, the local branch of the National Association of Governors and Managers objected to this erosion of governors' powers, which they feared might become permanent.

In October, NAGM sent a formal complaint to the Education Secretary under Section 68 of the 1944 Education Act, which gives him the power to stop a local education authority acting "unreasonably".

Although the governors never saw the letter that the DES sent to the council as a result, they say it is clear the Department decided they had grounds for complaint.

Mr Nichol summoned them to his office and gave them his assurance that governing bodies would continue to be consulted as before. On the insistence of NAGM, a resolution confirming this as the authority's policy was passed by the education committee.

Dr Jennifer Coates, Honorary Secretary of Wirral NAGM, said this week that their "victory" was of national significance. "With cuts and falling rolls, many authorities are looking for short cuts of the kind Wirral tried," she said. "It seems clear to us that it is not in the public interest that governors' powers should be eroded."

China bound

Fourteen A level students from around the country have won 19 day all expenses paid trips to China in an annual competition for school leavers run by Lloyd's Bank. After flying to Hong Kong they will travel by rail and aeroplane through China to Peking and the Great Wall, Kweilin, Canton and Shan.

The competition "China Clipper '81" attracted 24,000 entries.

Illiberal curriculum guidelines criticized

The Government's recent guidelines on the curriculum are vague, illiberal and omitt vital areas of experience, says a group of London University educationists in a new series of essays.

Called *No Masters: a critique of the DES papers 'The School Curriculum'*, the essays criticize the Government for singling out four subjects - English, mathematics, science and a modern language - for a "key position" in the secondary curriculum.

They argue that political education and arts should have been included, question the automatic inclusion of a modern language and fear that the whole approach will lead at a time of cuts to a narrowing down of the curriculum to utilitarian basics.

In an introductory essay, Mr John Muller, reader at the Institute of Education, calls on the Government to clarify what it means when it says



Art critic: pupils from Stamford Hill Junior School in London take part in a paintings quiz at the National Gallery.

Professor breaks ranks on supply and training proposals

One member of the Government's Advisory Committee on the Supply and Training of Teachers (ACSET) has dissociated himself from the recommendations the committee agreed last week to make to the Education Secretary.

The recommendations, forecast in *The TES* on July 24, included a cut of 25 per cent (for one year) in the 1983 intake to postgraduate certificate of education courses and an overall cut of 10 per cent in the annual output of teachers for the rest of the 1980s.

At present the teacher training system is geared to produce about 17,000 teachers a year but it is estimated no more than 6,000 will be needed next year and although the number of jobs should increase from then, estimates are that it will be the 1990s before demand reaches 20,000.

The committee emphasized in its advice to the Secretary of State that the advice, now offer is related to the context in which we are working and it is not that which we would have tendered in less difficult circumstances.

Professor Bill Wallace, representing the Association of University

Teachers, urged in a letter to the chairman, Dr Clifford Butler, vice-chancellor of Loughborough University, that the committee ought to go further and say what their real advice would have been.

This would have called for a decision to use the temporary slack in the system as a chance to improve the quality of education in schools. Professor Wallace, of Glasgow University, suggested lengthening both PGCE and BED courses, more in-service training and an improvement in the pupil-teacher ratio.

Though it is understood that several members of the committee, composed of representatives from local authorities and teacher unions, supported the spirit of Professor Wallace's addendum, the committee refused to allow it to be included in the final draft.

In a report of the meeting to his association's education and development committee this week, Professor Wallace writes: "I put it to me that I should simply dissent from the final advice. . . I am therefore in the position of dissenting from the report to be submitted to the Secretary of State."

TUC unveils plan to revive inner cities

by Richard Garner

Special courses should be set up to give black workers without traditional qualifications the opportunity to go on teacher training courses, according to a document published by the TUC.

The document, *Regenerating Our Inner Cities*, which was prepared before the recent riots, calls for a massive increase in government cash aid for inner city areas and urges that the urban aid budget for next year should be increased from £177 million to approximately £700 million.

On education, it says there is now an urgent need to increase public spending in inner city areas with schools being "short of textbooks and equipment". "Teaching and ancillary staff" buildings were being left in disrepair and areas of nursery and adult education faced collapse.

"As far as schools are concerned, local education authorities need to be able to compensate for the effects of falling rolls and to take positive action to meet the needs of pupils from ethnic minority groups," he said.

It suggests that L.E.A.s should be given cash for curriculum development to prepare youngsters for life in a multi-racial society and that ethnic minority groups should be brought into the education service as teachers and school governors with special courses being set up to help black workers without the necessary qualifications.

In addition, it calls for more resources to be allocated to the inner city education authorities to provide basic education courses for adults with steps taken to introduce paid educational leave to allow workers to attend day-time courses.

Evening classes, which have "virtually disappeared in some areas", should be given a priority - especially in subjects such as adult literacy and English as a second language.

A copy of the report has been sent to Mr Mark Carlisle, the Education Secretary, coupled with a call from Mr Len Murray, TUC general secretary, for urgent action from government on the recommendations of the Hampton committee's interim report.

In brief Campaign fights 'for democracy'

The Association of Metropolitan Authorities is mounting a "Defend local government" campaign and is prepared to levy funds from member councils to finance it.

"The very future of local democracy is in danger," said Mr Jack Simon, leader of the AMA after the police committee voted to launch the defence campaign. He said it was intended to alert the public to Government threats.

A half foresees career prospect difficulties because of being PE specialists. Only one mentioned becoming a head. Asked to specify the cause of dissatisfaction, 44 said lack of support from others.

All 130 work in secondary schools, and form part of a group of 244 who completed a main course in PE in 1970. The group is the subject of a research project at Manchester University and some of the results were presented to the annual conference earlier this month of the British Association of Advisers and Lecturers in Physical Education.

Mr Andrew Macdonald, lecturer in the university's PE department, told the conference that 60 of the 130 are now heads of their PE department and another 12 are heads of other subject areas. Only two have reached deputy head level. No time at all is spent on PE by 21, but 67 of them still give it 100 per cent of their time.

A surprisingly high number - 51 - do not see the subject as marginal while 15 claim PE is given high status in their school.

While 30 feel their age has had no detrimental effect on their career, 18 have already moved to another subject because of this and another two to pastoral care. Three are head of year. Thirteen feel a decision will have to be made soon, 17 are hoping to move somewhere and another 26 have made a partial move or intend to.

Comments made include: "As I grow older I dread becoming so decrepit I'll be only fit for handing out equipment and compiling fixture lists" and: "Our senior PE man is known as Peter Pan - the little boy who never grew up."

Mr Macdonald reported 50 different sources of dissatisfaction but the most common was "lack of support from others." One teacher wrote: "I have decided this year to stop all extra-curricular activities and I have since found others who are like-minded. The reason given was 'failure of others to recognize the voluntary nature of such work'."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

There is considerable scope for microcomputers in special and primary schools, Dr Geoffrey Hubbard, Director of the Council for Educational Technology told the Parliamentary Select Committee on education last week. There will be pressure from secondary schools for their second, third and fourth microcomputers but he thinks special and primary schools should be helped first, he said.

College Administration: a handbook, published by the National Association of Teachers in Further and Higher Education, has been recommended by the Library Association in its 1980 librarianship awards.

Cuts rejected

Suffolk county councillors have rejected plans to cut spending by £2 million in line with the request by Mr Michael Heseltine, the Environment Secretary, to make economies or face penalties.

Instead, they are opting for cuts of about £2 million which will mean reducing the school maintenance budget by £100,000.

Head sacked

The headteacher of a Derbyshire primary school has been dismissed from his job after being found guilty by Chesterfield magistrates of sending pornographic pictures through the post.

Mr Jeffrey Turner, the head of Stoney Middleton Primary School for the past three years, was fined £100 for the offence and now a county disciplinary hearing has agreed to his dismissal for gross misconduct.

Poor expectations and stiffening joints keep PE teachers on the move

by Bert Lodge

A survey of 130 physical education teachers who qualified 10 years ago shows that most have made or are making some move away from the subject because of their age.

A half foresees career prospect difficulties because of being PE specialists. Only one mentioned becoming a head. Asked to specify the cause of dissatisfaction, 44 said lack of support from others.

All 130 work in secondary schools, and form part of a group of 244 who completed a main course in PE in 1970. The group is the subject of a research project at Manchester University and some of the results were presented to the annual conference earlier this month of the British Association of Advisers and Lecturers in Physical Education.

Mr Andrew Macdonald, lecturer in the university's PE department, told the conference that 60 of the 130 are now heads of their PE department and another 12 are heads of other subject areas. Only two have reached deputy head level. No time at all is spent on PE by 21, but 67 of them still give it 100 per cent of their time.

A surprisingly high number - 51 - do not see the subject as marginal while 15 claim PE is given high status in their school.

While 30 feel their age has had no detrimental effect on their career, 18 have already moved to another sub-

ject because of this and another two to pastoral care. Three are head of year. Thirteen feel a decision will have to be made soon, 17 are hoping to move somewhere and another 26 have made a partial move or intend to.

Comments made include: "As I grow older I dread becoming so decrepit I'll be only fit for handing out equipment and compiling fixture lists" and: "Our senior PE man is known as Peter Pan - the little boy who never grew up."

Mr Macdonald reported 50 different sources of dissatisfaction but the most common was "lack of support from others." One teacher wrote: "I have decided this year to stop all extra-curricular activities and I have since found others who are like-minded. The reason given was 'failure of others to recognize the voluntary nature of such work'."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Of the 130, salary scale 3 has been reached by 44 and 11 are on scale 4. Among those who left PE 10 are now on scale 4.

Asked about career development on the whole no fewer than 91 said they were generally satisfied. Mr Macdonald comments: "For a group of teachers largely concerned with PE this was quite a surprising result, for the idea the PE men think themselves as hard-done-by in comparison to other teachers."

Health minister intervenes after material is criticized Sex study pack toned down

by Sandra Hempel

A sex education pack for schools, criticized by junior education minister Lady Young and described in Parliament recently as "pornographic", has been toned down following intervention by the health minister.

The Brook Advisory Centre, which publishes the pack, is to exclude four of its 22 items. They are: a booklet on contraception entitled *A look at safe sex*; a word game; a part of a selection of slides and a tape of women discussing their first visit to a birth control clinic.

The booklet, although it has been available separately for the past three years and is on a recommended reading list published by the Schools Council and the Health Education Council as part of their joint 13-18-year-olds project.

In a letter to the centre expressing concern at the items, Dr Gerard Vaughan reminded Brook of the £30,000 grant it gets from his department.

The booklet contains detailed, close-up drawings of how contraceptives are used. It also uses Anglo-Saxon names as well as the Latin for parts of the body.

"The word game has been described as 'frivolous'."

"It was felt that these items could be frightening to younger children," said a spokesman for the Department of Health. "They give a very mechanical view of sex outside the context of love and the family."

The Department of Education has also had informal talks with Brook about the pack. Lady Young recently described some of the material as "absolutely appalling."

"What I don't like is that the whole thing is taken outside a con-

cept of love and the responsibility that we have as human beings to one another" she said. "I think a lot of young people are confused by this and by the implication that as long as you don't get pregnant it's all right."

The decision to withdraw the material was described as "a victory for common sense" by James Pawsey, MP, who called the pack "pornographic" in a recent House of Commons debate.

The centre has accepted Dr Vaughan's suggestion that an HMI sit in on planning discussions for future schools materials. Although under-secretary for health, Sir George Young, stressed the importance of Brook's work in a speech last April, neither he nor anyone at the DHSS or DES saw the pack before it was published.

"Some of the criticism that the simple language of the booklet and the format of the word game is aimed at young children misses the point," said Suzie Hayman, information officer of the Brook Advisory Centre. "It is up to teachers to decide what age groups they want to use it with but it is probably not suitable for anyone under 14. It is written and presented simply in order to help deaf and mentally-handicapped children and those of low-reading age who may be physically quite mature."

"We are pleased to get our grant from the DHSS and we will, of course, comply with this request but the pack has now lost the part aimed at less-able pupils and they are the very ones needing most help."

It was, she said, a serious and highly responsible approach to sex education. The pack included suggestions for group discussion about

morality and relationships. It also recommended role-playing so that a 15-year-old boy, for example, was made to put himself in the position of the mother of a young girl and think about what fears and concerns she might have for her daughter.

"It is no good using long Latin words to kids," said Ms Hayman. "They will not understand you. You must start by using words they already know. It is called barrack-room language but children don't learn it from a barrack-room. They learn it from the playground."

Mr Mike Robson, an advisory teacher for health education with the Inner London Education Authority, said he opposed anything which limited the variety of resources available to teachers, particularly on contraception.

"No-one is forcing teachers to use this material and no-one would use it without checking it first. I have a lot of faith in Brook. They are working regularly with young people and they know what is needed. I would be the first to object if teachers were made to use the pack but a teacher is quite capable of deciding whether he likes the material and whether it will suit his class. Less able children would find the word game, in particular, enjoyable and useful."

Mr Martin Gough, head of social studies at Scott Lidgett, a boys' secondary school in South East London, said that he had not used the booklet in his own classes because "it seemed like asking for trouble."

"I exercised self-censorship," he said. "There are other books available which are less explicit but which explain things reasonably well. It might be more acceptable in, say, 10 years but not at present."

Above-average job record for Surrey graduates

The University of Surrey, which has been told to cut its student numbers by 400, has released a positive message about career prospects for its graduates.

According to the latest report from the university's careers service, the proportion of Surrey graduates entering permanent employment in the UK fell slightly from 61 per cent in 1979 to 56 per cent in 1980, but was still well above the university average.

The proportion of graduates entering permanent employment rose from 3.5 per cent to 7.2 per cent. However, the university points out that those figures relate to the December immediately after graduation. By Easter 1981, only about 20 graduates, or 3 per cent, were still seeking help in finding employment.

"Clearly," says the university, "one effect of the current recession has been to extend the time needed to find a suitable job."

Surrey believes that its "thick sandwich" courses, in which students spend the third year of a four-year degree in supervised industrial or professional experience, helps to explain why its graduates have not fared worse in the recession.

Race group move to oppose Bill

London teachers want their education authority to oppose the Nationality Bill now going through Parliament.

The London branch of the National Association for Multi-Racial Education has asked the Inner London Education Authority to alert parents and teachers to the dangers posed by the bill. "ILRA should direct schools to the appropriate action to be taken to safeguard the rights of their pupils," it says in a resolution passed this week.

Mr Martin Francis, the group's secretary, said it was not because they were frightened, but because there were certain forces in the country which were creating heavy unemployment.

Welsh schools urged to rethink language teaching

by Diane Spencer

Schools in Wales should reassess their teaching in the Welsh language, says an inspectors' report.

In the last 20 years, an increasing number of secondary schools have started to offer teaching in Welsh bringing the total to 59. Originally 11 secondary schools were officially designated as bi-lingual with no less than 10 subjects being offered through Welsh.

The inspectors say it is now time for schools "to consider the appropriateness of the present range and kind of provision." The original designated schools should strike a better balance between English and Welsh and the other schools should reconsider their tendency to confine Welsh to humanities subjects.

The report regrets that many heads of geography and history departments fail to take part in work in Welsh. It also expresses concern that Welsh studies teachers and classes become self-contained, independent units.

The report recommends: more contact between primary and secondary schools to improve the continuity of the two languages; avoiding divisions by language in year-groups;

co-operation with parents so that bi-lingual aims serve to unify and enrich the education of the whole school community;

Welsh-medium work in secondary schools. Free from the Welsh Office, Education Department, Cathays Park, Cardiff CF1 3NQ.

Comprehensive schools in Wales - aspects of organization and the role of senior staff. From the same address.

Copyrights backed

The present freedom of students to take photocopies of copyright material for their studies should stay, says the Green Paper on the reform of copyright law.

However, the Government plans to tighten up on abuses. Its legislative proposals would ban multiple copying and the making of copies for commercial purposes unless the copyright owner's consent had first been obtained.

Political guide

The National Association of Youth Clubs has published a guide to politics for youth and community groups. It includes sections on lobbying, fund-raising, demonstrations and making speeches.

Organised by Mark Smith. Published by NAYC Publications, 70 St. Nicholas Circle, Leicester. Price £1.75p.

School to work

Riots push youth service to the forefront of vocational training

The youth service, long treated as an optional extra of education provision, is now being considered for a major role. Proposals being put forward by Government bodies imply a big expansion of the service.

As the TES reported last week, the Thompson committee set up to review youth provision is preparing an emergency report outlining what the service could do to combat the alienation which lies behind the inner city riots.

Now the Further Education Unit says that youth workers have a major contribution to make to the vocational preparation for school leavers which the Government wants to introduce.

The unit, set up to advise the Education Secretary on college curricula, is becoming the Government's principle source of advice on the coordination of education and training for the 16-19s. It is pushing for the development of new kinds of informal courses, many of them involving learning through experience outside schools or colleges.

It has told the Thompson committee that youth workers are already working alongside further education lecturers

in developing these courses - and it praises their "distinctive approach" and says they are good at recruiting young people to certain kinds of further education.

Youth workers, says the unit, are particularly experienced in making contacts with young people at risk or in "difficult" groups.

But the FEU says that while the youth service can pick up and motivate youngsters hostile to formal education in a way which few other agencies can do, it sometimes fails to exploit the opportunities.

"The problem, says the FEU, is to make sure that the youngsters' motivation is channelled into progressive personal development. Too much formalization of the learning offered them revives hostility, while too little ends up by boring them.

"Responsibility and progressive achievement are essential elements of maturation, however indirectly approached," says the unit, and has told the committee that this requires cooperation between the youth service and other sectors of education and training in the provision of a suitable experiential curriculum.

edited by Mark Jackson

YOP trainees: only a third are hired

by Bert Lodge

Around 11,000 youngsters a week are pouring into the Youth Opportunities Programme. But only a third of them can count on finding a job when they leave.

Sir Richard O'Brien, chairman of the Manpower Services Commission, says that in one week this month the number of entrants reached a record figure of 12,000. But, he told a conference on schools and employment at York University, the deepening of the recession now meant that 60 to 70 per cent of those leaving the programme were returning to the dole. Previously, that was the proportion who could expect to get a job.

Yet, four out of five YOP trainees still declared themselves "very satisfied" with the experience, Sir Richard told over 150 teachers, career advisers and education officers from industry at the first annual conference of the Centre for the Study of Comprehensive Schools, set up in the university last January.

He agreed that a disproportionate number of those not getting a job were in the ethnic minorities but going on a YOP course did at least "bring them to the starting gate".

To a question why the workshops were not put on a more commercial basis which would also make the work experience more authentic, Sir Richard said it had been tried in one or two cases but had not been a success.

"And there are objections both from unions and employers. The unions say 'You are taking bread from the mouths of workers' and the employers accuse the workshops of unfair competition by receiving Government subsidies."

Talks were going on with unions at present on how to get some flexibility into what had hitherto been rigidities in patterns of labour. Sir Richard had in mind the age barriers connected with apprenticeships and demarcation lines. "They are totally unrelated to the fast moving age of high technology," he thought perhaps the MSC may be guilty of a certain conservatism.

"Training periods for technology based skills need not be long and can be based on tests taken and standards achieved rather than time served. The emphasis in the future will be on learning by guided and assisted in people rather than instructed. The need will be for judgmental and diagnostic skills, for instance in micro-electronics, rather than just knowing how one machine works."

"Having only one job is out. We have to educate people to the idea. Yet the one-job concept is behind a lot of the resistance to our teachers."

Sir Richard said that by 1985 white-collar workers would overtake blue-collar workers as being the majority of the workforce. Between 1971-78, more than 600,000 unskilled jobs had disappeared, not as a result of trade recession but of changes in work patterns. Traditional craft jobs had also dwindled, up to 62,000 in engineering in the same period.

The concept of a "right to work" was challenged by Mr Trevor Owen, managing director of Remploy, which employs 10,000 people, 8,000 of them disabled, in 91 factories.

A change in the philosophy underlying work was imperative, he said, because up to six million jobs could be lost by the end of the century.

Mr Howard Williamson, the Oxford University researcher who compiled the report, concludes: "Some themes do emerge from the accounts given by these youngsters, such as their keenness to leave school in order to get a job and earn money."

"For many of them, this hope was dashed immediately and as a result some rejected the opportunity to go to college."

"The stubborn retention of high aspirations by some individuals finally paid off for others, their inflexibility left them in the dole queue."

The report details 12 of the interviews conducted with school leavers.

Key school jobs taken up by work experience youngsters

A new job in the schools service is being pioneered by youngsters on a Merseyside work experience scheme. They are taking over the chores of running computers from teachers.

The scheme is being run by the Merseyside schools' computing centre at Liverpool Polytechnic under the Youth Opportunities Programme.

After training at the centre, each youngster is given a group of schools to visit. Each school gets a weekly visit, during which the YOP trainees keys into its microcomputer system programmes needed for teaching or for school administration.

Some of the youngsters have studied computing at school to O level. Others hope to be able to take O level or CSE as a result of their training at the centre - which has to be done during the school holidays. Those with an aptitude for programming are given a chance to develop it.

The centre sees the youngsters as

playing a key role in implementing computer education in the area, while themselves getting skills which are likely to attract employers using new office technology.

Mrs S. Evans, the centre's head, says that without the kind of help that her youngsters are providing, teachers responsible for school computers are likely to find themselves having to do a lot of extra work to provide software for their colleagues or for the school's administration.

Pupils also get frustrated by the delays that their own slowness in keying in data produces.

Mrs Evans is convinced that teachers in other parts of the country could benefit from Merseyside's experience and says: "We hope to demonstrate to the local authorities that posts of a technical/clerical nature are needed in the educational service to enable schools to make efficient use of micro-computers."

Warehouse for the jobless?

by Richard Garner

Schemes to help unemployed school leavers sometimes perform "little more than a warehousing function", keeping youngsters off the unemployment register, according to the results of a new research project.

The document, *Chance Would Be A Fine Thing*, published by the National Youth Bureau and Manpower Services Commission, stresses that its conclusions are not meant to be a critique of the Youth Opportunities Programme.

However, during a survey of 300 youngsters in the Midlands who had left school, a "wide variation" in the effectiveness of the programme was revealed.

The document, *Chance Would Be A Fine Thing*, published by the National Youth Bureau and Manpower Services Commission, stresses that its conclusions are not meant to be a critique of the Youth Opportunities Programme.

However, during a survey of 300 youngsters in the Midlands who had left school, a "wide variation" in the effectiveness of the programme was revealed.

The document, *Chance Would Be A Fine Thing*, published by the National Youth Bureau and Manpower Services Commission, stresses that its conclusions are not meant to be a critique of the Youth Opportunities Programme.

However, during a survey of 300 youngsters in the Midlands who had left school, a "wide variation" in the effectiveness of the programme was revealed.

The document, *Chance Would Be A Fine Thing*, published by the National Youth Bureau and Manpower Services Commission, stresses that its conclusions are not meant to be a critique of the Youth Opportunities Programme.

However, during a survey of 300 youngsters in the Midlands who had left school, a "wide variation" in the effectiveness of the programme was revealed.

The document, *Chance Would Be A Fine Thing*, published by the National Youth Bureau and Manpower Services Commission, stresses that its conclusions are not meant to be a critique of the Youth Opportunities Programme.

However, during a survey of 300 youngsters in the Midlands who had left school, a "wide variation" in the effectiveness of the programme was revealed.

People

Mr Jack Thompson has been appointed assistant director of the North East London Polytechnic and dean of the faculty of engineering. A former head of systems and computing at N.E.L.P., Mr Thompson, 55, was responsible for setting up and running the North East London Polytechnic Company, which provides consultancy and research to industry.

Mr David Houlton has been seconded from Shaftesbury Junior School, Leicester, to direct the Schools' Council mother tongue project, which will develop language resources for teachers in private and community schools.

His team includes Mrs Jasmin Nowaz, from a Haringey primary school, Mrs Maria Roussou, of the Cyprus High Commission and Mrs Paula Tansley who evaluated the mother tongue project in Bedford.

Dame Margot Fonteyn de Arlas is to succeed the late Rt Hon Malcolm MacDonald as chancellor of Durham University. The ballet dancer, who lives in Panama with her husband, Senor Roberto Arlas, will probably be installed next summer.

Mr David Cleaton, adviser on careers education to East Sussex County Council, has been elected President of the National Association of Careers and Guidance Teachers. He takes over from Mr Jeffrey Engel, principal lecturer in counselling and careers work at Edgehill College.

Mr Francis Fisher, chief master of King Edward's School, Birmingham, and head of the Schools of King Edward VI, Birmingham, has been appointed deputy secretary of the Headmasters' Conference and the Secondary Heads Association. He succeeds Mr Robert Flaher and will take up the post in September.

Mr Derek Webster, chairman of the Newcastle education committee, has been elected chairman of the governing council of Newcastle-upon-Tyne Polytechnic. He succeeds Cyril Lipman, a former education committee chairman.

Mr Barry Simmons will be the first head of a new mixed comprehensive school opening in September in Hackney, East London. The school - which has yet to be given a name - has been formed from four local schools and Mr Simmons is currently head of one of them, the Edith Cavell, in Shoreditch.

Mr Kenneth Noble is to be head of Tulse Hill Secondary School in Lambeth, South London. Mr Noble, 48, who is at present deputy head of Henry Thornton school, Clapham Common, takes over from Mr Brian Evans in September.

Professor J. G. Morris, professor of microbiology at the University College of Wales, Aberystwyth, has been appointed to the University Grants Committee for five years from September 1.

Dr John Benbow has been appointed honorary professorial fellow in applied mathematics and physics at the University College of Wales, Aberystwyth. The appointment is for five years. Dr Benbow is an ICI company research associate and a graduate of the university college.

Dr Roy Ward of the department of geography at Hull University has been awarded a personal professorship. Dr Ward's main research interest is hydrology. He is a former member of council of the Institute of British Geographers.

Miss Shirley Chase has been appointed head of Parkwood Primary School, Stoke Newington, North London. She is at present acting deputy head of the nearby Gramere Primary School.

Mrs Janice Gable has been appointed head of Daubney Junior School, in Hackney, East London. Mrs Gable is at present in charge of training new teachers in the borough.



Engineering dean: Mr Jack Thompson



Poly governor: Mr Derek Webster



AEB Secretary General: Mr John Day

Mrs Barbara Stock has been appointed deputy head of Furringtons School, Chislehurst, Kent. She is currently head of modern languages at Rock Hills School, in south east London, and succeeds Mrs Judith Temple, who is retiring.

Professor John Kingman has been appointed chairman of the Science and Engineering Research Council. At 41, the youngest person to hold the post, Professor Kingman will be responsible for the council's £175 million budget. He is professor of mathematics and a fellow of St Anne's College, Oxford, and succeeds Professor Sir Geoffrey Allen who retires in October.

Miss Elizabeth Muriel Gill has been appointed head of Shrewsbury School, Shropshire. She is currently deputy head of the Lady Bleasdale School, Hampton, and takes up her new position in January on the retirement of Shrewsbury's present head, Miss M. Crane.

Mr John Day has been appointed Secretary General of the Association of Examiners in Succession to Mr H. O. Childs, who retires today.

Mr Day, who is now Deputy Secretary General, is a modern languages and graduate of Exeter University, and joined the board in 1965 after teaching at a North London grammar school for six years. He became Assistant Secretary in 1970 and was appointed to his present post two years later.

The new Deputy Secretary General is Mr P. D. Neale, a graduate of Birmingham and Bristol universities who taught in Shropshire schools for six years before taking up his first post with the board in 1969. For the past five years he has been Senior Assistant Secretary on the AEB's central management team.



High school students in Arkansas in 1957: "hatred, bigotry and radical oppression".

Little Rock remembers

P. E. Burke

LITTLE ROCK: Central High School of Little Rock, Arkansas, is preparing a school history to be published next year to mark the twenty-fifth anniversary of school desegregation in the United States. The school was the "test case" - on September 23, 1957 President Dwight D. Eisenhower sent in the 101st Airborne Division to ensure that nine black children were enrolled and taught there.

"The year 1957 is the one for which Central High will always be remembered. This was the year which made Central High School and Little Rock, Arkansas, symbols throughout the world of hatred, bigotry and racial oppression." That is how it is explained in the current

school brochure which will be developed into a book.

Kaye Taylor, a teacher of English who began teaching there in 1956, says now: "I think that we have regained what we lost. It was a challenge to see what we could do about erasing the stigma attached to Central High and to Little Rock."

Lisa Mathis, 18, president of a school group, Students for Black Culture, says, "The biggest problem I see is that everyone sees us as a model school with no problems racially or whatever... I guess in a way that makes us try to resolve our problems as quickly as possible."

Kenya/Irunga Ndiranga

New maths banned after protests

NAIROBI: Kenya has abolished the teaching of new maths, following widespread dissatisfaction with the way maths was being taught in the country.

The decision, taken at the highest level by President Arap Moi, followed frequent letters in the country's daily newspapers condemning the mathematics programme.

Critics said that although Kenya had borrowed new methods from the West - from mainly Britain, Canada and the United States - these countries had since abandoned them as inadequate.

Teachers alleged that the programme encouraged pupils to use calculating machines and computers on simple problems that could easily be solved by mental arithmetic, and some critics accused a few expatriate curriculum developers and teachers of promoting new maths simply so that they could write books on it, and make a personal profit.

At the University of Nairobi it was said that students who arrived to take engineering courses were ill-prepared, and needed a crash programme in traditional mathematics, and especially in calculus.

This programme hopes to teach the English language by radio to children in the first three years of their school life. It is being funded by the United States Aid for International Development (USAID) and implemented by the Washington-based Association of Education Development (AED).

After implementing the programme, AED hopes to monitor whether children learn a second language more quickly by electronic means, or by classroom teaching, but the indigenous teachers' union has hit out at the Ministry, saying it is allowing Kenyan children to be used as guinea pigs for foreign researchers.

In its protests, the union reminded the Ministry that Kenya has had a lot of problems with foreign-based educational programmes which have turned out to have little value for the country.

There was a well known "English Medium" programme that forced seven-year-olds to learn English before they learnt their mother tongue, and also discredited geography and history programmes.

Eighteen years after independence, it seems, a great deal of work remains to be done to develop a school curriculum with a Kenyan outlook.

In the science faculty, which includes the mathematics department, no new mathematics is taught and the professor of maths has alleged that the department has to retrain all the students it receives in the use of traditional mathematical tools.

Those who oppose the President's decision point to the heavy investment that was made in the new maths programme, which had been phased in up to form six, the highest a student can get in Kenya before he enters university.

But despite opposition, Presidential directives tend to be instantly obeyed.

The Ministry of Basic Education quickly collected together its best mathematical brains, and soon mathematics books for lower primary schools were rolling off the government presses, replacing the old textbooks which had been hastily dusted off after the change.

Kenyan teachers welcomed the reversal, and warned that another curriculum development programme is likely to meet the same fate as the new maths.

This programme hopes to teach the English language by radio to children in the first three years of their school life. It is being funded by the United States Aid for International Development (USAID) and implemented by the Washington-based Association of Education Development (AED).

After implementing the programme, AED hopes to monitor whether children learn a second language more quickly by electronic means, or by classroom teaching, but the indigenous teachers' union has hit out at the Ministry, saying it is allowing Kenyan children to be used as guinea pigs for foreign researchers.

In its protests, the union reminded the Ministry that Kenya has had a lot of problems with foreign-based educational programmes which have turned out to have little value for the country.

There was a well known "English Medium" programme that forced seven-year-olds to learn English before they learnt their mother tongue, and also discredited geography and history programmes.

Eighteen years after independence, it seems, a great deal of work remains to be done to develop a school curriculum with a Kenyan outlook.

China/Zhao Jui-Ling

Shanghai makes progress with special schools

Much attention has been paid to special education in Shanghai since 1979 when some primary schools began to arrange special classes for retarded children and the first special school was set up. At present, there are more than 20 special classes catering for about 400 children deemed to be educationally sub-normal.

Admission to such classes follows the recommendations of teachers to the local authority after medical checkups which determine whether they are mentally retarded.

The students are given an eight-year course of education, two years longer than ordinary school children. The study is kept light, with three lesson periods in the morning and two in the afternoon. The majority of the students make progress.

Li Qing, a girl of 13, for example, had repeated the first grade five times because she could not read and write. Since she had special attention, she has learned to read 400 Chinese characters and do simple addition and subtraction.

Chinese and mathematics are two major subjects in the curriculum. The rest are music, drawing and physical education.

To help the mentally retarded children grasp abstract ideas and develop memory, the teachers use all kinds of teaching aids as pictures, objects and games. And the students are encouraged to study and work with their own hands and keep themselves clean and tidy.

Mr Yin Chuanming, the principal of the special school and dean of the Special Education Research Institute, said when in senior grades, the students will be given vocational training, including needlework, carpentry, painting and dressmaking.

Depending on their capabilities, some of the retarded children may complete primary school and go on to middle school, while others may remain in primary school till the age of 16. After that the municipal bureau of education and the civil affairs departments try to arrange places for them to work.

Neither the remedial classes nor the special school offer residential care, so cooperation of the parents is of great importance. The teachers visit the homes and explain the problems encountered by the mentally retarded, many of which are not understood by family members.

Republic of Ireland/John Walshe

Income levy will finance jobs for all leavers

DUBLIN: A youth employment agency is to be set up shortly by the Irish Government. It will be financed by a one per cent levy on all incomes and by money from the EEC Social Fund.

The agency will integrate and radically extend work experience and training schemes that exist at present under the separate auspices of the Labour and Education Ministries.

The new agency will have authority to move as rapidly as it can to the point where up to 20,000 young people who are without employment for six months will qualify for one or other of a variety of different schemes. The schemes are training with the state's industrial training authority; participation in a work experience programme; employment in community or youth work; employment by voluntary social or community organizations; or assistance with the establishment of an enterprise.

The promise to set up the agency was one of the few welcome decisions in an otherwise harsh budget introduced by the Republic's new coalition government.

Ironically, one of the budget's less welcome moves will curtail the

already poor job prospects for young people in the country. This was the decision to freeze all public sector employment, except for replacements or where the extra staff can be financed by increased direct charges to the public.

Youth unemployment was a major issue in the recent general elections in the republic where half the population is under 25 years of age. In January of last year there were 91,787 officially unemployed out of a total population of 3,367,000. The number of jobless jumped in June of this year to 123,500. But the rise for the under-25-year-olds was 58 per cent, more than double the rate recorded for older groups.

The official figures do not include the many thousands who do not bother registering as jobless with the Manpower Ministry and there is as yet no separate register for school leavers.

The national youth council estimates that the true figure for the young unemployed is as high as 30,000. It welcomes the setting up of the new agency and wants a crash programme of jobs and training to begin in September.

Australia/Bill Purvis

Classes boycotted in dispute over staffing level agreements

SYDNEY: Australian teachers have begun a renewed campaign of disruption in government schools to protest at cuts in education funding. This follows a wave of industrial unrest at the start of the school year in February and March, most marked in New South Wales, where teachers stayed away from school on several days during the first month of the school year.

Now, in an uncoordinated series of actions, teachers in other states have taken similar steps.

The latest tactic in New South Wales is to refuse to take one 40-minute class each week; they are upset by what they see as prevarication by the state government on the vexed question of staff levels in schools.

Under the Australian constitution primary and secondary education is a state responsibility although the states rely on the federal government for up to 30 per cent of education funds.

The states blame the restraints imposed by the federal Government in the past few months for the decline in government education spending.

However teachers, parents and even some pupils have refused to accept this as the complete reason

and have taken action directed at their state governments and education departments.

Teachers in the island state of Tasmania have joined in the industrial disruption for the first time. Three hundred teachers at seven colleges preparing students for the Higher School Certificate recently stopped work for a day.

The president of the Tasmanian Teachers' Federation, Mr Ross Butler, said it was the first time that members of the federation had taken direct industrial action - but said the action reflected the gravity of the situation.

Among the problems raised by the teachers are the issues of tenure and promotion, and the appointment of urgently-needed teacher librarians.

On the other side of the continent, in Western Australia, 300 students at one Perth high school joined in protest action on behalf of their teachers. The students, from the school's three senior classes, took a day off school to protest against the imminent loss of one teacher from the school staff.

Threats of similar action by teachers and students in other states suggest that the protest campaign is likely to continue.



Ancient game of tennis in a city square.

Italy/Rita di Giuseppe

Verona gets street wise on sports

VERONA: A singularly successful initiative of the city of Verona, entitled *Il Grande Gioco*, recently culminated in a torchlight procession from the suburbs to city hall.

Originally planned as a week of activities, *Il Grande Gioco* expanded into a month of ideas and creativity: an ideal closing of the school year.

The festival was promoted by the city council to launch the concept of sports within the city's natural environment and the city squares of Verona, most of which are traffic-free hosted numerous activities from

archery to volleyball.

"The city of Verona is a perfect cross-section of Italy's attitude towards sports," Alderman Rugiadi said. "It is so secret that physical education is still considered a luxury in Italy. Elementary schools do not have gymnasiums and this basic structure is sometimes lacking even in secondary schools. My idea was that the city itself, beyond the stadiums, can host sports activities not as a substitute for gymnasiums but in an attempt to promote the idea of sports for everyone."

The festival was promoted by the city council to launch the concept of sports within the city's natural environment and the city squares of Verona, most of which are traffic-free hosted numerous activities from

Letters

What community service offers youth

Sir, - Your leader - "How to keep track of youth opportunities" - says unequivocally that the Manpower Services Commission has been unimpressed by the community service elements of YOP on the grounds that young people who opted for it had a much worse record of subsequently getting jobs than those who did not. The actual figures as given in a recent MSC survey show that 51 per cent of those who have been on community service projects have secured employment within six months, as against 63 per cent of those on work experience.

I would like to suggest that there could be reasons for this situation which you may not have considered:

• Those young people who go into

Work Experience on Employers Premises (WEEP) have immediate access to an employer. If they are working under YOP in a multiple store, they do not have to cross the road or apply elsewhere subsequently for a 'real' job: the employer can offer it them whenever he feels inclined.

• 30 per cent of those engaged in WEEP projects, it has been stated by the MSC, are involved, anyhow, in job substitution.

• While at the end of May last year there were 19,000 working in community projects, by the end of May this year this figure had risen to an estimated 23,800. If the MSC have been so unimpressed by the community service elements of YOP, why was this steep increase in such projects authorised? With a shrinking employment market, one naturally would assume that more might be disappointed in their immediate expectations.

• Since heavy cuts have been imposed on the public and social services, it follows that possibilities for taking on new young staff on a normal basis have diminished considerably in this field: this tells you nothing about the quality of service rendered by young people who have been working in this sector under YOP.

• Employers in the private sector apply great pressure to be sent the brighter young people - and many Careers Officers feel in consequence that community service is for the less able.

• A fairly narrow work experience may lead to an immediate offer of a 'real' job in that same narrow category. This does not mean that in the long run the young person concerned will have acquired the aptitude to cope in the future with a diversity of opportunities on a broader front.

• Training workshops, project-based work experience and community service cater for young people with no education qualifications, a recent MSC report states bluntly. Put more bluntly still, the 'cream' go to WEEP: those remaining go elsewhere: is it surprising that the former skin such jobs as are going?

Whatever the view of community service held by MSC staff - by temperament, the nature of their own previous backgrounds, or the political brief they have received - one would have hoped that *The Times Educational Supplement*, would, in 1981, have accepted that exposure to the needs of others, and the experience of doing something positive about those needs, had profound educational implications. Your leader has not shaken our conviction that most young people have something to give to the community: that they grow in social awareness and responsibility by virtue of having coped with the problems of their community; and that the human needs of our society, the social and physical problems in our inner cities, and the task of conserving the countryside call out for the contribution which young people have in their power to make.

ALEC DICKSON,
Hon. President,
Community Service Volunteers,
237 Pentonville Road,
London N1.

Sir, - May I draw your attention to two sentences in *The TES* of July 17, neither of which bear examination in the light of known facts about the Youth Opportunity Programme, but which add to the mythology being built round the community service element of that programme.

The first is in the leading article, "Quite apart from the almost unanimous opposition of the youth lobby MSC has been unimpressed by the community service element in

YOP". The second is in the report of Geoffrey Holland's report to MSC "... Youngsters know (he says) that community service projects have been the least successful in leading to jobs of all the YOP schemes."

The almost total opposition of the youth lobby referred to concerns the question of national and compulsory community service. I have no evidence that it has been extended to all forms of community service by young people. Geoffrey Holland's statement may be valid in statistical terms, but it takes no account of the fact that community service projects, sadly, though for a number of different reasons, are filled by the less able.

Apart from the effect on well managed and efficient schemes (and this society is responsible for some of these) comments such as those I quote above do a great deal of harm to the cause of unemployed young people. Many of these have found personal fulfilment in community service, a chance to give rather than receive, an opportunity to become involved rather than stand aloof and, even if they are unfortunate enough to live in severely deprived areas like Liverpool, a way of achieving some personal dignity. I trust that when decisions are made about the future of YOP these points will be remembered and not the comments I noted in your paper.

GEORGE EUSTANCE,
Vice Chairman,
National Elfrida Rathbone Society.

Sir, - It is instructive to contrast the report which appeared under the heading "Community service no longer needed" (July 3) with Mog Ball's report of the School Concern Project, "A Deadly Serious Business", which was published in the same issue.

The first article included the comment "community service seemed better than nothing". The second article provided concrete evidence that, correctly understood and conceived on a sound educational basis, community service is in fact better than anything in achieving certain specific goals.

There is now a substantial body of experience built up over very many years in a significant number of schools of the underlying principles which govern the effective practice of involving young people in community service. It is a curious paradox that, while community service in schools still languishes in a sort of curricular no-man's land, the idea of a national community service scheme is currently being marketed as some sort of social panacea. Yet in many ways that notion runs counter to all that established practitioners have learnt by hard experience of the underlying educational principles.

If the ground is not to be cut from under their feet by grandiose, but half-baked, ideas, community service teachers need to articulate what those principles are.

They need to articulate the importance of the firsthand experience of responsibility and of the adult world which community service can provide. But they need to stress that this is to be seen as part and parcel of everyday life and of education, not as a special event or period or a last resort against unemployment.

They need to emphasise the sensitive role of adult support and leadership which is entailed in this granting of trust. That leadership, among other things, does not arbitrarily define the task which needs doing but encourages the young to play a part in defining their own problem and their method of solution.

Rather than latching on to an important idea and wrenching it out of context, we would suggest that Michael Meacher and his fellow MPs visit schools and see for themselves the key principles

Then they might more profitably turn their attention to an examination and re-thinking of the whole spectrum of 16-18 provision.

In part they may come to see the need for increased professional recognition, support and funding for community service in schools and more widely amongst the young centred on their own localities. But that would only be an incidental, though not unwelcome, benefit.

MALCOLM GROVERS,
Sevenoaks School for Girls,
Bradbourne Vale Road,
Sevenoaks, Kent.

Punishment block

Sir - The recent article by Paul Tempton of STOPP, "A Sordid and Futile Business" (July 17) concerning the use of corporal punishment in a specific comprehensive school, draws me to make two comments:

To prove that caning is not a deterrent, the writer uses the point that certain boys were repeatedly beaten. Yet he admits that "... Most Hartcliffe boys are never beaten". I would argue therefore that the canings are acting as deterrents to that majority who have the sense to understand that if they behave in certain unacceptable ways, the school would be prepared to punish them by a beating. Without that deterrent many more of the boys might well be inclined to behave in an anti-social way.

Secondly, I note that nowhere in the article does it suggest how else a school deals with difficult teenage boys. I have an uneasy suspicion that the majority of the members of STOPP are teachers who do not have this responsibility; that they are members of staff who are pleased to pass violent, abusive pupils on to the head, deputy head, etc. for them to deal with, and then stand back and criticize the punishment meted out.

W. ALLAN BARRETT,
14 Chapel Terrace,
St Blazey, Par,
Cornwall.

Sir, - Whenever I come across remarks made by STOPP (The Society of Teachers Opposed to Physical Punishment) I think what a pity it is that there is no organization called START - The Society of Teachers Against Ridiculous Theories.

JOHN BURRELL,
16 Merrow Chase,
Merrow,
Guildford,
Surrey.

Herts and minds

Sir, - Hertfordshire teachers especially will be interested to read of the activities of Peter Mann and George

Walker (Aristides, July 10). Both are well known in the county for their personal input to educational issues and for the particular features of their schools.

While acknowledging the individual commitment and contribution of these two figures, one must take issue with Peter Mann's statement that there is a comparatively small group of people who have really grappled with what makes a secondary curriculum.

Ilmerton College has organized a course of cross-county meetings for senior staff during the past year to "grapple" with these very issues. The debate continues in Hertfordshire at county level where a representative group of heads and officers have been engaged for some months in an analysis and exposition of the secondary curriculum.

More important, heads and staffs the schools themselves are, I believe, involved in a practical demonstration of curricular policy. Such policy is developed through practice, experience and commitment. This is to be the theme in September of our annual conference for staff. Maybe a five year probationary period for heads is desirable (as George Walker advocated) yet it must take more than five years fully to appreciate and respond to the needs of any school.

A critical appraisal of the curriculum must come about through clear direction from head teachers. Undoubtedly the "able, articulate, young, energetic, thoughtful, hopeful" head is going to make an impact. These qualities are also to be found among heads of long standing, also in touch with each other, who have discovered through experience and practice how best to educate their pupils. They too have lasting influence and bring great strength to the communities they serve.

JUDITH BLACK,
Headmistress,
Stevenage Girls' School,
Valley Way, Stevenage.

Peace work

Sir, - I write to you to explain the exact position of *A Peace Studies Curriculum* produced by and available from Media Resources at Plimco School.

This booklet refers to a framework for a peace studies curriculum in the secondary school for years one to three. It refers to the sort of activities any teacher might wish to incorporate into a tutorial or in a lesson programme. Chris Hainford, Magna Barnes and I have used this framework in our own, team taught classes at Bolper High School. There is not at present a three-year course in peace studies at Plimco as Bob Doe's article on *The Atlantic College International Peace Studies Conference* (July 3) states.

PETER DAVIES,
Deputy Head,
Plimco School,
Lopus Street, London SW1.

Combined centres radical innovation in nurseries

Sir, - We are writing to reply to a number of erroneous and misleading criticisms by John Oates of the National Children's Bureau's research on combined nursery centres (Platform July 10).

• It is wrong to suggest that we adopted a "problem-focused approach" and began with preconceived ideas about how nursery centres were working. The problems described in the report emerged from the material collected during the fieldwork.

• The quotes from staff interviews were verbatim (not "supposedly so"), were "selective", and in all cases represented the quantitative balance of the views expressed.

• The observations of staff did reveal behavioural differences between those working in centres and in traditional provision, although Oates is mistaken in suggesting that observational comparisons took account of working conditions and "other constraints" (which he does not define) - there was no meaningful way in which this could have been done.

• The suggestion that a more accurate picture might have been obtained by involving staff in formulating hypotheses and analysing findings is highly dubious. The bureau was

commissioned to obtain a picture of what was actually happening, not to create change through a focusing of ideas and possible alterations in attitudes and behaviour.

• Follow-up testing was confined to children over three because there were no suitable tests for assessing the pre-nursery "attainment" of younger children (although their experience in centres was evaluated in other ways). The analogy with Head Start research is dangerously misleading, since those analyses concern long-term effects of precisely defined and controlled intervention programmes. This cannot be equated with attendance at a particular type of nursery which was the focus of our research.

• The comparison nurseries were not situated in more settled locations but in the same or similar "priority" areas as the centres. (Incidentally it is quite unreasonable to compare, as Oates does, the centres we studied to an independent nursery largely catering for children of university staff).

• Far from there being "little information" on parents and their views, the book devotes two chapters to this topic. It may well be that centres now see their role primarily in terms of "family support"; but this was not

the main aim as expressed to us by the heads of the centres studied when the research was undertaken. The Bureau report acknowledges the smallness of its sample and the early stage at which the centres were studied, yet although the research began in 1975, it was completed only in 1979, and is unlikely to be as "out of date" as Oates suggests. It is vital, however, that innovations be evaluated from the outset, in order to inform and guide future development.

It would be surprising and disappointing if nursery centres had not resolved many early problems and made considerable progress. But such progress must be evaluated in an uncommitted, objective way, and this requires a precise definition of objectives and the strategies adopted to achieve them. A glance at the "special characteristics" of centres outlined by Oates suggests that this is no easy task. ... flexible policies over attendance hours fosters a greater acceptance of families' individual circumstances and the development of stronger and deeper family-centred links.

... long-term stability of settling in and relationships for children ... in state or at risk. Stated in this way, such aims are, although laudable, too imprecise to lead themselves readily to evaluative

research (and, in many cases, would be endorsed by practitioners in other fields of pre-school provision). Furthermore, merely to state aims is not to describe the specific approaches which nursery centres adopt in relation to them, nor to demonstrate that they are thereby achieved. This is not a negative comment, merely a recognition of the difficulty of carrying out evaluative research in a complex and wide-ranging area.

In conclusion, the bureau's research should not be seen as a negative pronouncement on combined centres. The report itself emphasizes that the identification of problems in no way undermines the concept behind centre development, nor does it mitigate the irrationality, divisiveness and inequalities created by the present system of separate services. We see combined centres as the most radical and ambitious innovation in under-five provision, and we too, eagerly await further information on their development which will show the important part they can play in creating an integrated, comprehensive pre-school service. ELISA FERRI, DOROTHY BIRCHALL, CAROLINE GIPPS, AND VIRGINIA GINGELL,
National Children's Bureau,
8 Wakley Street,
London EC1

but it would be quite wrong to think that they are correct in relation to the large support, which is in the central stream of the teaching of the humanities, given by the BFI Education Department to WEA groups, primary and secondary schools, further education colleges, etc. It would be very sad, and anti-humanist, if conflict between film specialists reduced the services which the BFI Education Department provides to the wider community.

One final point, the style of Mr Durnat's article suggests to us very elitism which he decries. MARIA BLOOR, LESLIE EASTWOOD, PETER NORRIS, PAT FINDER, VERONICA SIMMONDS, ROMA WILLIAMS,
10 Lee Park,
London S.E.3.

Ormskirk revision

Sir, - May I seek the courtesy of your columns to correct a reference to Edge Hill College made by one of your correspondents (July 10). Edge Hill College is in Ormskirk, and under the Lancashire Education Authority which has sensitively supported our work in the multi-cultural field, not only in initial and in-service courses but also in BA programmes, the sub-title of one of which is Community Relations. Over the last three years, our teacher training contribution in this field has been not merely "maintained" but carefully revised. M. W. STANTAN,
Director,
Edge Hill College of Higher Education,
Ormskirk, Lancashire

Something afoot

Sir, - I read with some consternation in *Resources* (June 26) that one can now buy plastic rulers bearing "all the basic grammar for either French or German".

We have just come to the end of the annual round of examinations and invigilators have spent many hours checking, among other things, that candidates have not brought into the examination room any illegitimate aids. We have lately had the new problem of wrist watches with calculators attached. Now rulers will have to be checked. Where will it all end? MICHAEL J. SMITH,
15 Golden Hind Park,
Dibden Purlieu,
Southampton.

No confidence

Sir, - This year, for the first time, a disturbing practice seems to have been introduced by some local authorities and schools whereby copies of confidential references have been returned, with other papers, to unsuccessful candidates applying for first teaching appointments. As quite a number of cases have occurred among our own students, I fear the procedure may be widespread. The references are clearly marked "Confidential". If we are to continue to give frank and helpfully detailed comments about candidates, we need the assurance that this confidentiality will be observed meticulously and, on recent evidence, this has been disregarded. J. GORDON LAWRENCE,
Institute of Education,
University of Warwick,
Coventry.

Travel

BRINGING A GROUP TO LONDON?

We specialise in College/School group accommodation in LONDON in central city areas. We offer a wide range of accommodation, from 10 to 100 beds, at very competitive rates. We also offer a wide range of sightseeing, shopping, and other services. For more information, please contact us. DAYSAY TRAVEL,
139a Fleet Street, London WC1
Tel 01-493 3481/2.

Courses

Tuition for Degrees Education & GCE

Wakley Hall is the Oxford Home Study Centre where qualified tutors give you individual attention. The range of courses includes subjects vital both to teachers and to those of their pupils leaving school without career qualifications.

DEGREES & DIPLOMAS: London University OPEN UNIVERSITY Preparatory courses

G.C.E. O & A level, all Boards PROFESSIONAL EXAMINATIONS

EDUCATION: London University Diploma in Education, The A.C.P. and L.C.P. Diplomas, Cambridge University Diploma and Certificate in Religious Studies

Free booklet from The Free T.F. Parker, CBE, MC, MA, Dept. 826, Wakley Hall, Oxford OX2 6PR telephone (0865) 5433 (weekdays after 4.45 p.m.)

Wakley Hall Accredited CACT Member ABC

STAR COLLEGE 27a Old Gloucester St, London WC1 01-404 5011

Principal K. A. Payne B.Sc., A.K.C., F.R.A.S. Part-time or full-time day and evening classes.

ENGLISH for all ages. Children, students, adults. Conversation and written grammar - beginners, intermediate or advanced.

CAMBRIDGE PROFICIENCY and GCE Examinations, and many other subjects.

MATHEMATICS for all ages. Children, students, adults. Conversation and written grammar - beginners, intermediate or advanced.

INDIVIDUAL TUITION THROUGHOUT Start on any Monday in the year. Summer and short courses from 3 weeks.

EXPERT HOME TUITION FOR G.C.E., DEGREES, (BSc) (Bcom) and LLB University of London external degree and PROFESSIONAL EXAMS (Accountancy, Administration, Civil Service, Law, Marketing, etc.)

Our exclusive methods of Home Study have brought over 240,000 nominations success, many first places. An every course is complete in itself. No textbooks are required. Send Your FREE prospectus from

Wakley Hall, 27a Old Gloucester St, London WC1 01-404 5011

24 hour recording for telephone enquiries. (Answer Machine) 01-404 5011

Wakley Hall, 27a Old Gloucester St, London WC1 01-404 5011

Wakley Hall, 27a Old Gloucester St, London WC1 01-404 5011

Wakley Hall, 27a Old Gloucester St, London WC1 01-404 5011

Wakley Hall, 27a Old Gloucester St, London WC1 01-404 5011

Courses

B.Ed. (Hons) In-Service (C.N.A.A.) A recently validated honours degree for teachers in Junior and Secondary Schools

Core Courses in: Curriculum Studies; Education Management.

Option Courses in: Physical Education; Mathematics; Creative Arts; Language and Literature; Social and Environmental Studies.

Currently accepting applications for September 1981.

Full details from: Avery Hill College, Bexley Road, London SE9 2PQ.

THE FACTS ON RACE RELATIONS IN BRITAIN

New Community

Journal of the Commission for Racial Equality Out Now Vol IX No 1 Spring/Summer 1981

Unemployment, Prejudice and Social Policy Colour: Assemblages, Symbolism and Categorisation

Stop and Search in Liverpool & Race Relations Training Cross Cultural Counselling

Single Issues £3.50 Price New Community Publications Commission for Racial Equality, 200 Tottenham Court Road, London W1P 0RT.

Full details from: Avery Hill College, Bexley Road, London SE9 2PQ.

Michael Young in 1964: after *Which?* came *Where*.

Twenty-one years ago this month, the first issue of *Where* magazine was published. ACE had broken surface.

Since then, the Advisory Centre for Education has engineered a considerable change in the educational landscape. ACE grew out of the Consumers' Association—both the brainwave of Michael Young, its original, single aim—to answer members' questions about education—was soon seen as too modest.

Reminiscing in 1974, Brian Jackson—ACE's director from 1962 to 1974—saw ACE as "an exciting unit with negligible resources and under constant harassment from the power people in education". It produced a stream of small-scale and monster ideas. Some fizzed and grew; others fizzled out.

But what did ACE teach those educational wheeler-dealers who helped to develop it? How has their personal landscape been changed?

What ACE taught Eric Midwinter, who became a co-director when it took over the Liverpool BPA project in 1972, highlights a major aspect of those years: the successful presentation of social policy. "ACE made me at home with the skills and methods that need to be utilized—lobbying, publications and so on," he says.

For Michael Young, a basic lesson was that: "The best kind of propaganda organization is also a service organization. If you've only propaganda it's much tougher going—and your finances are always weak. Servicing creates a solid platform for the propaganda."

Offering services about education quickly became for him an interest in offering actual education. That largely meant developing correspondence education or distance teaching. He instanced two ACE seeding projects: the National Extension College (spanning an international college and now a World Refugee College) and the 1962 Dawn University (to become the Open University). The latter was both an experiment and a publicity stunt ("To show it was possible, that there was a demand, and that it could be met").

The other concept pursued by Michael Young was cooperative forms of working, via the Mutual Aid Centre. (ACE, ironically, didn't go cooperative until its 1977 move back to Bethnal Green, under Peter Newell.) "Much more Manpower Services Commission money could go into educational innovations via training and work co-operatives. If only we were as far forward as other European countries on this. He has though much less trust of government than 21 years ago. "We still have a closed government system—that's unique in the western world."



Brian Jackson in 1968: a stream of ideas.

Coming of ACE

The Advisory Centre for Education's magazine *Where* is 21 this month. Rick Rogers finds out what three of the men most heavily involved in its early years learnt from their time there

Why didn't ACE do all those things? "It would have been a mammoth organization," says Michael Young. Brian Jackson adds: "ACE couldn't contain all those initiatives. The need was for a central body to spawn initiatives and let them prove themselves."

For Brian Jackson, ACE was a formula handed to him. "I wouldn't have invented ACE that way. I'd have made it closer to the rhythms of life. It was based on the Darlington spirit of Michael Young—noble, but slightly unreal. Yet he acknowledges that the spirit had 'drive, force and ideology'."

"One thing ACE taught me was that Britain remains two nations. And, fundamentally, ACE couldn't help working-class children." It attracted "the gully, baffled and disgruntled middle class". He claims: "We did set up projects in working-class habitats, but it was difficult to get the commitment from ACE."

In 1968, though, he himself had explained the political realities of the sixties: "Inevitably, if anything was to be done at all, it had to be done by the influential parents in the middle class. They understood ACE and its aims. They had the skills for writing into schools, difficult social territory."

He sees one key element during his time at ACE: "It has been the magazine *Where*. It became a central journal of record—something that no longer exists in education. He likens it to

the influence of the literary *Scrutiny* in the thirties.

"*Where* was building a platform—always trying to be fair, basing all its arguments on evidence, attracting the consideration of all interests. That gives a tremendous anchor, especially when issues draw violent feelings."

What didn't work was the relationship with the teacher unions. "We made immense efforts, for example, with the Home and School Council. But the teachers killed it. They were too good at stopping committees in their tracks." For Michael Young, too, a major disappointment has been the interminable battle with teachers and, concomitantly, the difficulty of persuading parents to become more militant.

Eric Midwinter, now at the Centre for Policy on Aging, but still chairman of ACE's Council, talks of "one of the great problems for consumers of public services"—that information comes through official channels. "Such control means you don't often get what you want nor in a form you can use. It's a conspiracy. It's bureaucracy."

He calls on the government to "take a lead in health, council housing, transport. You need an ACE in every public service to operate an alternative intelligence service." He too feels the parents' movement still lacks a sense of unity. "It hasn't become coherent or co-ordinated across the board."

Brian Jackson feels it would have been better if

ACE had made clearer demands for a policy: children, with "a greater assault on Westminster—documenting, lobbying, getting laws passed, resources switched". He does, however, up the notion that ACE had it easy in the "age of the sixties".

"It was always difficult—officials answer unions stubborn, public opinion can bite budgets cut. Just as now." But he did breathe "the sense that things were possible". He believes that remains inside him and, like Michael Young, that the challenge is there to set up new schemes.

Three points of action come through from ACE days—get publicity, trusting ideas to themselves; set up projects; tackle politicians on. He says he had never seriously considered going into politics himself. One reason: "The Labour party is so hierarchical—and we know about the Social Democrats yet!" (Mike Young is in the Lords—as a Social Democrat.)

Based in Huddersfield at the National Children's Centre and at Bristol University's Health Unit, two projects occupy him: a longitudinal study of 16,000 children born in April 1971, funded by DES and DHSS, and a project in fatherhood. He claims always to have had "for smelling the questions of the next 10 years". Fathers, apparently, are next—how, feel, the release from work, their relations with children.

Nevertheless, he feels cornered in an academic role, and would like to get out of that. He feels much better to head an organization than be a free agent—"so long as you can act fast, flexible and accountable to committees only do you act." He quotes Beveridge's comment: "you either have influence or power."

"I've had immense influence—you always you've a way with words. But I've never power." Given power, he would build a nation pre-school service, end the cane, and get teenage years straight ("When is a child a child?").

He concludes: "When you are working at the frontier—trying to raise public consciousness—it's very wearying, and you're always prone to attack. Looking around there don't seem any troops left. Michael Young and Eric Midwinter are no longer there; they've gone back to their camp. But it's time to have another go. We need politics of childhood—and we still need to educate the people, to sell education, to just need another base like ACE."

Rick Rogers is education correspondent of the New Statesman. He edited *Where* between 1967 and 1977.



Eric Midwinter, 1971: the art of lobbying.

Working for a sea-change

'It is still deeply engrained in our system that making and doing is not as intellectually demanding as the pursuit of pure knowledge.' The Education for Capability movement aim to change all that, as Jack Cross reports

seem as odd as a contemporary talking about being in (domestic) service.

The reason for these lectures was not so much to preach to the converted, but to ensure a wider circulation of their ideas by means of the society's journal. This goes out to its 15,000 fellows, and the RSA has received innumerable requests for reprints and photocopies. Most of what was said has been incorporated into the official DES credo. When Lady Young, in opening an international CDT exhibition, said, "... there is a good case for saying, as has been demonstrated in a number of recent studies, that the industrial performance of this country weakened in the second half of the nineteenth century when higher education by and large dissociated itself from technological education," she was virtually quoting Correlli Barnett.

The central thrust of the Capability group's criticism is expressed in a further passage, "... it is still deeply engrained in our system that making and doing is not as intellectually demanding as the pursuit of pure knowledge." When, in a speech this May, Rhodes Boyson commented that employers attach limited importance to the subject which their recruits have studied, he may have had in mind Peter Gorb's apocryphal (though, he insists, representative) personnel manager, who says, "We recruit from the universities because those are the places where the educational system has directed the brightest people. We wish they had been placed in cold storage for three years, because what they learn is so often counter-productive."

It is the universities which are under attack, as much because of their general influence as the courses they teach. Lord Wilfred Brown, introducing the lecture series, said, "None of those I quote seek the abolition of centres of high academic learning and research in our universities. But all, I believe, wish to challenge the years, because what they learn is so often counter-productive."

It is the universities which are under attack, as much because of their general influence as the courses they teach. Lord Wilfred Brown, introducing the lecture series, said, "None of those I quote seek the abolition of centres of high academic learning and research in our universities. But all, I believe, wish to challenge the

extraordinary hold which conventional university thinking has over our educational process."

The movement has its allies within the charmed circle of vice-chancellors. It is an open secret there are among them those who, while deploring the recent cuts, nevertheless hope that they will have a positive effect in forcing institutions of higher learning into becoming more different from each other, forming distinctive parts of a heterogeneous system, instead of aspiring to being clones of the ancient bodies.

Without some such sea-change, the proponents of Education for Capability believe, DES-approved schemes to change attitudes in schools will be merely cosmetic. Craft, Design and Technology? It will remain a lower-stream subject, available only to examination pupils after O levels are finished.

Industry/education liaison programmes? Most of them are about *understanding*. It's still an academic approach. They see the 16-plus examination document as yet another encouragement for divisiveness, the "two-cultures" for teen-agers, separating the learners from the doers. And, writes Peter Gorb to *The Times* (June 15), "... it is the creamed-off A level takers who are deprived and who, as our potential managers and influencers, need an education which is as geared to life and work as much as anybody."

In spite of all this talk about managers and leadership, the movement, Peter Gorb insists, is not elitist; nor does it represent a hard-faced attempt to constrict liberal education within a vocational strait-jacket. In recent years a number of schemes—YOPs, TOPs, New Horizons among them—have shown what talents and capacities are possessed by young people and not recognized in the formal educational system; none of them were devised or funded by the DES.

It may be that, in a world in which (as the whole

of Europe is beginning to recognize) there may never be jobs for the 16 to 20s, where knowledge is expanding exponentially and becoming obsolescent at the same pace, the very terms "vocational" and "liberal" are becoming out of date. What is going to be needed, by everyone, are the skills required for self-sufficiency and adaptation to change, and these are not gained within a system which encourages dependency.

All those concerned with the RSA lectures were anxious to create a climate for appropriate experimentation, and to do anything possible to help with such experiments. The Recognition Scheme for Education for Capability is one of these. Another may incorporate a strategy devised by Peter Gorb.

"In this country, if you want to stimulate a social revolution you must start at the top, and this means capturing an elite." He would like to take a group of (say) 50 sixth form leavers and, in the year before they go into higher education, introduce them to the skills necessary, in his view, for modern living.

These would include how to programme a computer, drive a truck, read a set of accounts, draw (very important), converse in a foreign language, use a typewriter, handle basic industrial tools; "You—no, they—can draw up a check-list." They would return in the vacations to reinforce these skills, and be encouraged to question the conventional academic mode of learning. "Given their head in later years, they would permeate the system, changing it from within," he says.

Will such a programme materialize? It is not improbable if most of the influential figures who supported the manifesto believe it worth doing. It is a radical change in the educational set-up only possible (or desirable) through the agency of a cadre of conditioned commandos (SAS, Mafia, Poly X pseudomorphs?). That is a matter for debate, but it is intriguing to find that the old RSA has such revolutionary stuff in it.

Perhaps we should remember that it was this body which was behind both The Great Exhibition of 1851 and The Festival of Britain a century later; that it put on the world's first photographic art exhibition; and has always administered the City and Guilds examinations. And that, shortly after its founding, Dr Johnson said of it, "The Public concurrence of the Society will give a new Practice that Countenance which Novelty must always need."

The go-betweens

Brian Osman on the role of the educational psychologist in special school placements

do not arrive. If one visits the home at an agreed time, there is no reply—though sometimes a curtain twitches.

It is right that the parents should be able to refuse. The alternative of obliging them to submit their child for psychological assessment smacks of the police state. If the authority is determined, it may seek to bring pressure on the parents through the courts.

A more difficult situation is where the parent agrees for the child to be seen, but disagrees with all recommendations, and sometimes even the observations. A psychologist who ignores the reservations of parents is unlikely to be able to help the child in the long run, but there are occasions when parents seem wilfully blind.

A nursery school had been concerned by the aggressive behaviour of Sharon, a three-year-old girl. The mother had insisted that there was nothing out of the ordinary in Sharon's behaviour, and it was arranged that mother and I would sit together in the nursery one morning.

For an agonizing half hour, she ranged the nursery, creating havoc, destroying children's games, overturning furniture and finally pouring a bucket of wet sand over an unsuspecting boy's head. The mother said that the behaviour was high-spirited, but otherwise unexceptional. Interestingly, Sharon's behaviour improved markedly after the joint observation. It may be that mother's attitude had changed.

It's not always recognized that parents are not obliged to allow the educational psychologist to see their child. Some parents refuse openly, and the psychologist's first task is to persuade them. It's rarely as dramatic as the occasion when, in a small front room, a large hirsute Scotman threatened to kill me if I "messed about with his Angus". The room was so small and the man so agitated that the threat seemed real. Four terms later, thanks to the enormous patience of the school and massive cooperation by several professions, Angus was enrolled in a special school, where he settled well and progressed.

At other times the refusal is less direct. If appointments are made in the school, the parents

were picking on him and the psychologist's observations were biased. A year and a half later Mark was predictably unhappy. Less predictably the family was ostracized by their neighbours.

Ironically, when father, a company director, approached the authority, he was told that there were no special school places available because Mark was now too old. At this point mother involved herself, and successfully insisted on her son's right to special education.

Clearly Mark would have benefited had he transferred when first recommended, but it is not clear that he would have benefited if transferred against his parents' wishes. This transfer took some eight hours of interviews, four hours of observation, two hours of formal assessment, in addition to numerous meetings with schools, reports, writing, etc. After transfer the educational psychologist has at least the duty to review the child's progress.

Delays over placing a child in a special school can even occur at the school level. At times there is disagreement within the school. It is difficult to discuss the child's problems with the parents when there is no consensus about those problems. It may take several discussions in school for the head and the staff to feel confident about the proposed course of action.

At times a school may hesitate and refrain from action. Matthew was a strange, isolated 12-year-old boy, whose parents had moved into the catchment area of a large comprehensive, and enrolled him without mentioning that he had been recommended for special education. He spoke, rarely, chewed and regurgitated long pieces of filthy string, failed to arrive for lessons, or sat (passive) in them.

The staff were worried; the parents never visited and the head teacher was reluctant to break a tradition of never excluding a first-year

child. The family was known to social services, but they felt they should do nothing to disturb the precarious period of calmness they had achieved within the family. The deadlock was broken when Matthew started to expose himself and indulge in unacceptable sexual behaviour.

On other occasions a school which has worked particularly hard to help a handicapped child may find it difficult to accept that the child needs more help than they can offer. The feeling of failure can be very intense. The psychologist should be able to support the school's feelings at this time.

One particular source of delay is the Blunderbuss Referral. The pressure to "get something done" can lead some head teachers to make simultaneous referrals to a number of agencies—school psychological service, social services, probation, juvenile liaison bureau and school health, to name a few. The hope is that one of the "experts" will do something. But Blunderbuss referrals are counter-productive. Where there is good liaison between the services, it takes time to sort out who should act. Where there is poor liaison, the parents are subjected to a confusing invasion, as a multiplicity of professionals beats a pathway to their door.

Recommendations for special schools require the coordinated views of several professionals. Case conferences try to achieve this. Some need to be experienced to be believed. A 10-minute argument of great intensity between a fiery young social worker and a round but equally fiery psychiatrist ended when they discovered they had been discussing different children.

Frequently the psychologist undertakes the time-consuming task of setting up these meetings. Older or craftier psychologists persuade the school to accept the honour of convening the case conference. A few case conferences seem bizarre; some seem endless. Most of them reach decisions in the young person's best interests. All of them take time.

The time taken by discussion with parents, with schools, with professionals and, in case conferences is not always apparent to the school, and may lead them to feel that the psychologist does nothing between visits. This is not so.

Brian Osman is senior educational psychologist, Schools Psychological Service, Essex.

Talkback

'Worksheets are for robots'

Christopher Jarman

If I were asked to pinpoint one aspect of current education practice which has come to achieve the opposite of its intended effect, it would have to be the use of worksheets and workbooks. The disease is now so widespread as to be endemic.

Their use has become so taken for granted by many teachers that to challenge the practice may seem absurd. I believe strongly in individuals learning at their own pace, and as far as possible through particular interests of their own - certainly in the primary school. However, it by no means follows that the inevitable answer is worksheets.

Eighteen years ago, I remember eagerly devising and writing out 80 maths worksheets for my unstreamed, mixed-age class of upper juniors. Streaming had just been abolished, with considerable improvement in social behaviour. I decided that mathematics was to be active, experimental and practical, at least for one session per week.

The idea of the work cards was to give instructions to pairs of children, using a variety of apparatus which we had collected. One card, I remember, said "Using a teaspoon, work out how many drops of water would fill a jamjar". Another asked "How many grains of sand are there in an ounce?". Sand, weights, graph paper were all provided.

As a contrast to working through some of the unrealistic problems in

textbooks, this approach seemed exciting to the children. There were 44 of them, and they could only do practical maths eight at a time, in the corridor outside.

In the afternoons the class chose various kinds of practical work. I found myself constantly in demand to explain how to sew blanket stitch, or what materials were needed to make an electric battery, or how to lay out a long division sum. Working in pairs or individually, the children were absorbed, but needed constant individual instructions or advice.

Gradually, by discovering the most frequently needed basic information, we evolved a series of cards, wall sheets and so on, which saved repeating instructions again and again. The children became less dependent upon me for trivial requests, and I was freer to teach small groups more often, and the whole class when appropriate.

The work cards were useful. A number of the children, seeing how effective they were in drawing people's attention to items on display, began writing their own. "What kind of fuel goes into this cigarette lighter? Find the flint, what makes it spark?" and so on.

We developed cards which helped children to carry out simple and safe scientific investigations. We always had the brick and the bucket of water first, then wrote the instructions to go with them. They were useful teaching aids when textbooks were not geared to practical work.

Today the impersonal work card or the spirit-copied sheet is king. Commercially produced cards, not half as interesting as a good lesson from a live teacher, are stacked like pizzas around the classrooms. Chil-



Individualization means caring for people, arranging work which matters to them.

dren's responses to these irrelevant ephemera are poor.

In some schools, children are virtually doing a correspondence course with their teacher, all in the name of individualization. But individualization means caring for people, arranging work which matters to them. Worksheets are for robots.

Another sad sight is the clipboard and questionnaire for trips away from the school. Why do not more young teachers challenge the dreadful anti-educational, anti-life influence of the museum trip questionnaire?

In 1963 trips out of my school

were frequent. My headmaster would take 22 of the class for some mysterious lesson of his own, and I would take the other 22 down to the village, or the beach or round the council estate. The next day we would swap groups.

We took the bus or train into the city and to museums. Much prolonged chatter and talk went on during these walks and journeys. A favourite spot to visit was a piece of waste ground beside the football pitch. Paper, pencils and crayons were always taken on these trips.

The outcome was a mountain of work: pictures, graphs, stories, complex mathematical calculations, books sewn and bound. The curious fact was however that a trip to the sea would perhaps end up as a study of shops. A visit to London, to the "Horror of Chambers" as one boy described it, became a project on trains. The children always had strong enthusiasms and a highly tuned work ethic, providing they had a hand in deciding what it was they were to study.

Working in this way convinced me that questionnaires and worksheets for trips and museum visits were a waste of time. From time to time we would encounter other classes from other schools. Clutching their clipboards they would be rushing from one exhibit to another, looking at the displays but at one another's clipboards, and whispering "What did you get for number 9?" or "a pathetic case, for number 36?"

On one occasion I remember being a class to study the remains of Roman Villa. We had a tray of paper, wax crayons, water colours, ink and ink measuring apparatus. It was high summer and about 20 primary schoolchildren, clutching clipboards with pale mauve spidre duplicated questions, stood waiting our 30 children recording their own impressions of the 2,000 year old ruin.

What's up? asked one of our class, looking up from measuring a hypocaust "haven't you got anything interesting to do?" "No," said the clipboard-clutcher "we've got our questions."

Christopher Jarman is In-service Coordinator, Roehampton Institute of Higher Education.

The art of discussion

Brian Taylor

The tutorial in tertiary education can pose a considerable problem for both lecturers and students, for it depends essentially on student initiative. The occasional teacher may deal with any shortcoming here by holding instead what amounts to a lecture, thus defeating the object of the exercise.

But it is no secret that a great many tutorials in a great many institutions founder around until their allotted time is up. Whose responsibility is it that it happens at all?

Undoubtedly it is a shame of the competent teacher to promote and extend discussion. Without denying the crucial role of the tutor, I would like to suggest that there is a deeper problem. It is that most students who present themselves at tertiary colleges have themselves never been trained to participate in discussion. The passive nature of much school

learning is a factor here.

This remarkable and largely unmarked fact is evidence of the massive emphasis on the written at the expense of the oral, at least in the academic world. It is not suggested that secondary school pupils be trained solely for the purpose of adequate college class participation. But an ability to participate in discussion, to exchange received opinions but also to develop, criticize and enlarge these, is required in the world at large, not only if not least in the classroom.

By participation I do not mean that form of "discussion" in which questions are asked usually by the teacher with a view to eliciting required answers which are sometimes provided by the class. This is indeed training, but of a most negative kind. It is not that college students are unwilling to participate in class discussion. It is that most have never realized that to do so is a valid part of the learning process. There are overtones of the "we're only us" attitude, part of the same problem.

A remedy is called for, and much of that remedy must lie with schools, both in encouraging class participation - not for its own sake, but to optimize learning conditions - and in training pupils in the requisite skills. Effective oral communication is class is no more a natural skill than concert singing. While acknowledging the good work that is already being done in oral communication studies, there is a need for a much wider appreciation of the relevant skills.

But it is not solely the schools' responsibility. The present situation reflects the strong emphasis on written work. This in turn reflects and is reflected by the nature of the examination system under which schools work. Is there not scope for a greater recognition of oral skills here too?

Brian Taylor teaches in the School of Building, Surveying and Land Economy, Leicester Polytechnic. He has also been a GLC examiner in Spoken English.

Extended apprenticeship

Keith Gentleman

It is time to rethink the whole approach to school/work transfer. The present system of a week or two in industry while in the last year of school, as enshrined in DES Circular 1774, exists for a minority and is inadequate.

School leavers precipitated en masse onto a contracting job market is not only bad planning, but anachronistic, since the entire school experience is geared to employment success. The curriculum is irrelevant to an increasing minority, the potentially unemployed school leaver.

I would wish to see an extension of the present apprenticeship system to cover all school leavers and to include within it increased continuing education.

I would envisage a school or FE college-based first year of such an apprenticeship, split 50/50 between

work and education.

The present YOP allowance would be paid - the more equitable for its applying to only a 20 hour week, and deductions could be made for poor timekeeping and lack of effort, whether at work or in education. Industrial placements would be created as with present WEPs (Work Experience on Employers' Premises), but greater administrative supervision would be required, recruited perhaps from YOP supervisors initially.

A fundamental change would be the ending of present school leaving dates. In its place would come a gradual absorption of the leaver population spread across the whole sixth year. The rising 17s would spend the whole year seeking the kind of work they were happiest with and could at any time sign a contract of employment if offered a job. The

present apprenticeship system would continue the 50/50 split referred to earlier, with no change of status or earnings. The young person would normally switch his or her industrial placement to the future employer.

At the end of the year the trainee would begin the more traditional

apprenticeship linked to a FE college, either as an employee or as a student, and would be supported by an industrial training grant. It is to be hoped that apprenticeship training would extend lower down the ability range.

The school or FE college-based year would contain a wide variety of courses, ranging from life and social studies up to O or A level GCSE and BEC/TEC courses as now, but with a considerable cash injection in the "less able" end, which has been so neglected. To those who would argue that the traditional place of education would be anathema to many of those benefiting from YOP, I would ask only that an MSc style budget be directed at such places. The results would be very different.

It is to be hoped that the dispersion of youth unemployment will ensure that such unevenly resourced, poorly coordinated, soundly financed schemes are not merely a political second ROSA to play the numbers game with unemployment figures.

Keith Gentleman is Head of Career Education, Earl Shilton Community College, Leicester.

review

Will the elephant pack her trunk?



Anthony McCall on the pros and cons of running a circus in the 1980s

Of all areas of showbusiness, circus is among the most traditional and slowest to change with the times. Performers stay within the circus all their lives and even their children follow them into the ring. Yet this summer the circus world is being yanked into the pugnacious 1980s to fight for its very life.

Facing a carefully planned and concerted attack by the RSPCA, which has been years in the making, circus proprietors (themselves dispendent after successive years of indifferent business) are huddling defensively in their caravan sites, uncertain of their own arguments and unable to counter the attack with conviction. And since they are loners born and bred, their united publicity effort is minimal. The Circus Proprietors Association is, unfortunately for them, largely a theoretical mouthpiece, since all attempts to unite these fiercely independent (and often quarrelsome) family businesses fail before they've begun.

What exactly are the circuses' crimes, you may wonder, since amid the accusations in the last month's mountainous press coverage, there were denials by circus bosses as well. The RSPCA's officers and various "noted zoologists and biologists" have noticed over a period of years that circus animals exhibit "all sorts of abnormal behaviour, especially in retirement, due to stress sustained during their working lives". The RSPCA adds: "The causes are the unnatural lives they lead; the strain of their living conditions, often cramped; and the incessant travelling."

"We are not accusing proprietors of acting outside the law" they caution. "But however well-run, a circus cannot provide the right environment for animals". To date, no fewer

than 32 local councils in this country have heeded the RSPCA's calls, and the number is growing.

But there has been some arguing of the circus case, although no doubt insignificant in its attempt to influence councils. The most prominent pioneer of new ideas and champion of the circus cause is Gerry Cottle, a friendly young boss of one of the biggest and best circuses, Gerry Cottle's Circus. He realised the CPA would not be likely to lobby or fight for his business, so he attended several council meetings to "debate" the issue, taking with him his trainers and stable hands. Cottle claims that the meetings were "a farce". He explains: "All voting is done strictly along party lines: Labour votes against live animals, on (unproven) grounds of cruelty; Tories abstain; Liberals and Independents usually vote in favour of retention, until facts are known. But nothing is ever investigated".

Cottle, who unlike most proprietors came from the outside world of business, has run a couple of large circuses through the year for a number of years now, as well as being the first showman to have his circuses sent abroad on tour. But not once, he scoffs, did the various anti-animal lobbies make any serious attempt to find out what treatment his animals received in or out of the ring. "The RSPCA sent down a cat and dog man to one meeting, who was supposed to be passing judgement on my elephants and tigers. I mean, if they can't take us seriously, why should we take them seriously?" he asks, apparently in all seriousness.

If he is right, he has a valid point. But it isn't going to stop the current £30,000 press and PR campaign in its tracks. Facts and figures

have been sent to RSPCA offices all round the country and to local councils responsible for renting public land to visiting circuses. How soon the effects will be felt is hard to say, but the writing is on the wall.

Cottle and his staff, a hardworking bunch rather like farm hands, practical and with that down-to-earth saltiness, bridle at the suggestion that they should be singled out as culprits. There are so many other forms of animal "maltreatment" going on under our noses every day, they argue. What about steeplechasing, police dogs - and blind dogs, cooping up wild animals in zoos, and even riding stables? They should all be looked at afresh if accusations are to be levelled on moral, let alone physical grounds.

One cannot deny the logic, but the RSPCA's reply is the same as most people's, one suspects, who dislike excessive use of animals for man's pleasure. "We are against maltreatment of animals everywhere and have been talking to the horseracing authorities for some time". They do not say if they have made any progress, but still.

Cottle explains that some councils control such remote areas that big circuses cannot afford to go there, though smaller circuses probably could. A big top seats over 5,000 people, whereas the little tents sent under 1,000. The large urban areas like Clapham and Streatham Common account for five or six weeks' business a year. With those closed to them by Lambeth Council it wouldn't take many more urban councils' decision to ban them before the six-month touring year would shrink below an economic break-even point. After October, circuses are off the

road in their winter quarters; you can't pitch tents in deep mud or cold weather.

As the most adventurous proprietor in this country Cottle decided to launch a new-style circus this spring using fewer animals, or preferably none, concentrating instead on human skills and greater theatricality. He called it Rainbow Circus and opened it on Easter weekend, a traditional boom period for business.

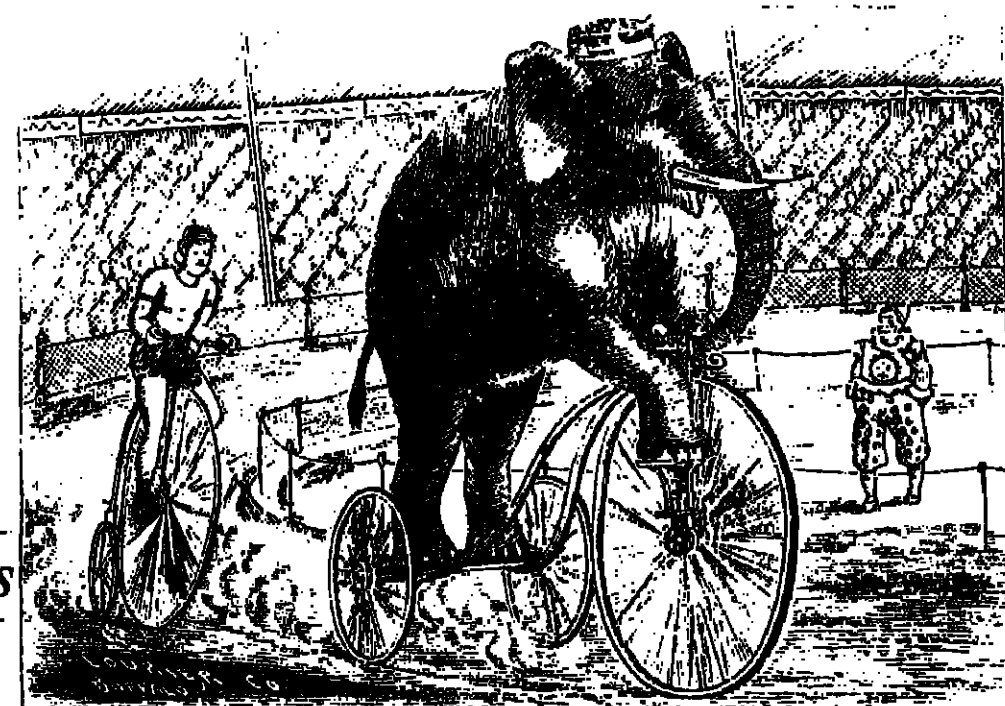
The first night was disaster; the new look was greeted with stony silence. The performers were upset; Cottle was traumatised. "I thought people were going to walk out" he remembers dolefully. "They hadn't got what they expected, what they came for". And here's the Catch 22, as Cottle found out in the following weeks, patching the new show together, changing acts, trying to get it right - and losing thousands a week.

Traditional audiences prefer by and large downmarket tastes and "safe" (or for some, boring) material. They come mainly to see the animals, of that there seems little doubt. Yet animals are expensive to feed, to house and to transport; in one way, he'd love to get rid of them - and public pressure is mounting daily to put a stop to animals altogether. But unless new audiences can be found, circus without animals looks likely to be killed off completely by confused audiences, who don't understand "these new ideas". But how to reach new audiences with limited financial resources and very modest, untrained publicity skills? (After all, circus folk turn their hand to every task, without, as in this case, specialist skills in all of them.) It probably can't be done without bringing in marketing boys. And on the performing side, a new broom sweeping right through the over-rehearsed, rigid routines would undoubtedly yield excellent results. But who'd do it?

The magic of the sawdust and the big top is very real, but unless a few theatre mavericks have a go at injecting new lifeblood into this area of live entertainment, most of those human skills - clowns, acrobats, tumblers, jugglers - will be dispersed. It was a shame to watch Gerry Cottle's theatre mime acts trying to integrate with trick cyclists, trapeze artists and the Egyptian strong man. They did not fit. There was no continuity. Without an overall artistic director to shape the evening, since the separate "acts" are performances you either hire or fire, there can be little hope of copying, say, the famous new German theatre-circus, Roncalli, whose simple and ingenious brand of humour and spectacle in coloured spotlights and crazy costumes, have won hearts wherever they have toured.

Rainbow Circus fell between two stools, quite palpably, yet such a venture could work. Indeed it must if circus isn't to die completely within the next few years. It is an added irony that more young people are studying to become clowns all over the world than ever before, albeit not in Britain, one of the few countries without a clown school.

Since lions and elephants have lost the novelty they once had and seem questionable on humanitarian grounds, a new look is needed, drawing on new skills and effects, in the absence, that is, of a Martian performing in a cage. Now that would be different.



Anthony McCall is Head of Career Education, Earl Shilton Community College, Leicester.



Anthony McCall is Head of Career Education, Earl Shilton Community College, Leicester.

Countdown to LIFT-off

Alan Judson previews the London International Festival of Theatre

LIFT-off is next Monday. The next fortnight witnesses London joining the international theatre festival circuit under the umbrella title of LIFT - short for the London International Festival of Theatre.

The idea is the brainchild of three young college graduates, who spotted a "serious" gap in our cultural calendar: "there are virtually no foreign theatre companies, especially exciting new ones, visiting London, the city universally regarded as the drama capital of the world", as one of the organisers, Simon Evans, put it. "We're missing out on so much," he added.

So from August 3 to 16, LIFT will provide a remedial diet throughout the day of plays, dance, street theatre, workshops, discussions, all kinds of music and a festival centre, in the Piccadilly Hotel, where fun, convivial news swapping, cheap food and drink, and even bogging-in until 2am can be had with a membership card.

LIFT is run by Lucy Neal, Rose de Wend Fenton and Simon Evans, all in their early twenties. It has been a long haul for them, and not without its trials and mishaps, but no major setbacks were encountered, which considering their lack of commercial or professional experience or expertise is remarkable.

It all started a couple of years ago when Rose de Wend Fenton went to the Coimbra festival of student theatre in Portugal in a David Hare

play, *Fanshen*, while still up at Warwick University; and Simon Evans, still at Durham, visited an international clown festival in Polverigi, a tiny village in northern Italy. They didn't know one another then, but Evans spotted a write-up of her in Sue Arnold's column in the *Observer* Magazine, explaining that she had teamed up with another Warwick friend, Lucy Neal, to launch an international student festival like Coimbra, based in London. (*The Sunday Times* student drama festival concentrates on British work.) They fell in together and changed it to a bigger, more professionally-based festival. Slowly they got to grips with theatre contracts and safety regulations, grants and commercial sponsors, building up what Evans jokingly termed "this LIFT monster", that rolled along under its own momentum after a while. The original student festival was estimated to cost some £20,000; LIFT quickly shot up to £200,000 before adjustments for help in kind and financial support received.

The girls persuaded companies to foot the cost of their trips to see further companies' work, before beginning the process of inviting groups to London. Many companies have been keen to perform here for some time, and the rumblings on the fringe grapevine foretell of good things in store during the next fortnight, although none but the English one



Grupo de Teatro Macanassa from Brazil in 'Macanassa' which it presents at the Lyric Theatre Hammermith August 5-15 as part of LIFT.

has been here before. LIFT wholly rejects the convenient labelling of its events as "fringe", by the way, since many groups are nothing short of national theatre companies.

They are coming from France, West Germany, Holland, Poland, Japan, Malaysia, Brazil and Peru. Britain's Natural Theatre Company, from Bath, were hailed as "the un-

disputed masters of the streets" by *The Times*, and the rest have by reputation, all of them offering highly visual work, which necessitates little or no grasp of the languages.

Probably the most colourful was the Susana Theatre Ensemble from Kuala Lumpur, Malaysia and the Grupo de Teatro Macanassa from Sao Paulo, Brazil. But for topically it is likely that the two groups from Poland will capture most interest, since their work is supported by the state but ironically, banned too, in the current climate of upheaval. They are Theatre Provisorium from Lublin (winners of that drama festival), and Theatre of the 8th Day from Poznan.

So LIFT is all set to go, and it takes off the way it should, it will be back in 1983. What will its effect be on our English practitioners, a strongly rooted in word-based, visual, associations? The answer may emerge in the different seminars.

LIFT takes place in the ICA, Lyric Theatre, Hammermith, Shaw, Tricycle, and Moon and other venues. Details from the ICA, Covent Garden Piazza 3, Martin's Lane, London WC2E 9DF. Theatre tickets. Full details from LIFT, Buckingham Court, 78 Buckingham Gate, SW1 or from the festival Centre, Piccadilly Hotel (Hampton) or individual venues.

Best feet forward

Notwithstanding excellent public performances by both London School of Contemporary Dance and the Royal Ballet School, the most important event of the end of the academic year has been the first National Conference of Dance and Movement Artists on July 18 and 19. Convened by the Association of Dance and Mime Arts at The Place off Euston Road the conference aimed to be "the start of process of nationwide sharing of information, ideas and problems of all today's dancers, mimes, choreographers, dance teachers, dance administrators and other interested people."

About 130 people turned up from Scotland and Wales as well as England to take part in the dozen workshops into which the conference was divided throughout its two days. The workshop certainly worked, grappling with tough themes covering national organization and fund raising, racism and dance, sexism and dance, education, training, music and other criteria, community dance, press and publicity, regional development, dance therapy, and festivals of new work. Finally everyone came together in plenary session to hear conclusions and proposals. The result will be a published report reflecting the aims and priorities of a reasonably representative selection of today's young dancers, choreographers and others, mostly in the field of small company activity.

If recommendations are achieved they could help to create a considerably better social, economic and professional future for today's dance students. Some of these showed their

paces at The Place and Sadler's Wells Theatre. The Place offered a view of compositions and dancing by senior students of the London School of Contemporary Dance. Outstanding among the compositions was the work of Nigel Warrack who has a remarkable eye for characterization as well as the ability to compose his own music. The dancing challenge was set by Christopher Bruce and Jack Lansley as guest choreographers. Bruce's *Holiday Sketches* for four songs sung by Billie Holiday from *The Lady Sings* had the Bruce stamp we know so well. It included a really splendid solo performance by Ann West to one of the songs which provided the best opportunity in the ballet. Black haired and clad in a bright red dress designed by Candice Cook, she teetered and staggered through a dance of brilliant confusion, ending through the wrong exit.

Jack Lansley's *Mirror Mirror* at the Wall provided more opportunities for more of the students in a style of dance drama rarely explored by choreographers. She is well known for her social concern and was one of the moving spirits of the weekend conference. Not surprisingly therefore *Mirror Mirror* comments pointedly on marriage and other social conventions affecting women. The result is a portrait of the world (our world?) around Snow White full of carefully observed updated actors drawn from the fairy tale. It is the most inventive of Lansley's works I have seen in a genre I hope she will develop.

Peter Brinson

As if proof were needed of the value of legend in any primary school, Brian Thompson's *Circé* provided pretty conclusive evidence in its production at Darrell Primary School in Sheen.

Margaret Murray's score begins with the sound of drifting surf as a group of nervous sailors slowly drift towards the island. The Mediterranean sound of recorders, xylophones and guitars can swing into singable skipping rhythms, some lusty dances and on the island we are treated to the acrobatic whirling of horsehair rubbed against a whong and some unearthly piping.

Odysseus's crew, in shorts and tee-shirts, stretch out on the apron stage of the hall which is draped in teal

die pig banners. They spy Circe's palace from the top of the walls and the least appears, like all the props, in mime - which seems to be taking the idea of the drama much rather too far. The last is much harder to deal with. Katherine Stewart's *Circé* had all the bored sophistication of a spilt princess - "Well, girl, here we go again" - and before you can say "Pinky wiggy, grumpy grumpy, ohinky porkinky" a tumble of chavvinist pluggery takes a tumble.

Circé is a tightly structured show and Brian Thompson lyrics provide a witty, if rather obvious rhyming base. It is well within the grasp of any primary school and well worth making widely available.

Peter Fanning

A little night music

Rodney Milnes on BBC 2's Festival of Music

As the tide of institutionalized philistinism encroaches inexorably from both left and right, bearing in its wake the detritus of proudly proclaimed illiteracy, such happenings as BBC 2's Festival of Music take on a crucial significance - not least in the measure to which it either fights or compromises with the contemporary Zeitgeist. The burden of responsibility borne by those in charge is a heavy one: a series like this can condition mass responses to serious music for a decade to come. Enough civility; what do we think of the show so far? The title and the first sub-series, *Mozart: the Last Decade*, did not inspire confidence; for heaven's sake, the poor man died when he was 35, and although he started young, this was the meaningless of "Verdi, the Last Half-Century" or "Wagner, the Years of Maturity".

Much better news was the choice as "Series Host" (ugh!) of H. C. Robbins Landon, one of those all-too-rare musicologists who combine investigative scholarship with unquenchable enthusiasm and a common touch that is impossibly attractive. His account of the adaptation of Metastasio's text for *La clemenza di Tito* - "what Mazzola did was to get out his scissors and slash" - was delivered with the relish of a Chicago hack describing the St Valentine's Day Massacre, and it remains my most joyful movement of the series so far.

Robbins Landon gently ignored the decade bit in his opening documentary *The Taste of Death of my Tongue*, an account of Mozart's last year and a truly awful warning to the self-employed (July 5). The programme displayed the strengths and dangers of the genre. The dinner table at which Mozart and Haydn said farewell (pan back and there is our series host sitting at it); Mozart's gruesome ride in the Prater with Constanze (clip-clop and, yes, there's Robbie in the carriage) - such are the dangers of compromise. Why couldn't he just stand and deliver his excellent narration instead of having to do it through a dramatically opening door or climbing stairs and puffing and panting at the top? Would that be boring? Not with Robbins Landon it wouldn't. He brought scorn and passion to his detailing of the indignities heaped on the by then unfashionable composer - "and what did he write? *Dance music!*" for which he was paid "too much for what I did, too little for what I could do" - and his dismissal of countless nineteenth-century fairy-tales as splendidly firm ("Masons don't poison people"). The inevitable element of drama in the commissioning of the Requiem was tactfully handled, and the locations and contemporary documentation extremely well chosen. And suddenly amidst the bleeding chunks we had a whole piece of music - the exquisite "Ave verum corpus" - with shots of the church for which it was written. More of that, and less of our host on the move, and this programme would have been even better than it was.

How informative the workshop presided over by Colin Davis later the same evening was to the Great British Public I don't know (no subtitles for the Italian recitative), but this particular incident found it riveting. Sir Colin, aided by the genial language coach Ubaldo Gardini, rehearsed a duet each from *Giovanni* and *Figaro* with Merja Wirtkalla, Ruggero Raimondi and Benjamin Luxon. The way the conductor emphasized and gradually drew out the overwhelming sexiness of both duets was nice in its way, but the real fascination lay in the bewildering detail that went into the colouring of the recitative; by the time they'd finished with it it sounded precious and studied, robbed of virtually all dramatic spontaneity - and this was just one element that failed to please in the Garden's recent *Don Giovanni*.

The atmosphere of this studio workshop, though, was quite extraordinarily relaxed - the camera as eavesdropper. That of the Elisabeth Schwarzkopf Master Class shown on July 23, recorded in public, was inevitably less so: the star couldn't help playing to the audience and using her pupils as props - albeit with great charm. One of those pupils, the talented bass-baritone Brian Scott (who seemed to know rather more about Leporello's Catalogue aria than Dr Schwarzkopf did), got a well deserved laugh from the audience. She turned immediately and "shushed" them. A revealing moment.

Earlier, "period" had raised its ugly head. Again, how did the GBP take to *Die kleine Nachtmusik* (July 10) with a minut by someone else chucked in and played with that ghastly scrawny, whining tone characteristic of, or less than first-rate baroque instrument-alists? What with that and Christopher Hogwood acting away prettily at the harpsichord, and I turned over to the Muppets sharpish. Far more persuasive was Roger Norrington's introduction to and performance of the Requiem (July 12). He explained the text, who wrote and completed what. He explained why he was searching for the right period sound, and what it might be. He showed the GBP a difference between a baroque and a modern fiddle. He talked about double-dotting, tempo (faster than we think), *Turner, vibrato (zenza, mostly)*, the Industrial Revolution, bowing etc. in an engaging and informative manner. Within this context the performance was satisfying, though soloists singing *senza vibrato* tend to sound oddly flat even when they aren't. Even so, I trust the GBP will have agreed that had Mozart (or Handel, or Haydn) heard a modern violin, they would have burnt every baroque one they could lay their hands on.

La clemenza di Tito (July 11) was three hours of total horror. On the right day Jean-Pierre Ponnelle is an inventive and illuminating producer; on the wrong day he is the thrice-crowned king of *Kitsch*. This was emphatically the wrong day. What earthly relevance were singers in tatty baroque costumes acting *à la* Gloria Swanson in the ruins of the Baths of Caracalla and Hadrian's Villa supposed to have to this sub-venal example of neo-classical music-theatre? This land of camp garbage (I could have taken out my scissors and slashed) must have put hundreds of thousands of people off opera for life. Talk about burden of responsibility...

Phil May, the Artist and His Wife. By David Cuppleditch. The Fortune Press. £9.95. 284 98593 7.

Gilbert Wilkinson, whose vivacious pen drawings appeared every week in *The Passing Show* during the 1930s, once expressed his regret that in art schools of the period the medium of pen and ink was treated with "subtle, scholastic contempt." This book is a contribution to the medium's present rehabilitation, even-if, as the subtitle implies, its major concern is the life and personality of an exponent of the art.

From a penurious childhood in nineteenth-century industrial Yorkshire, Phil May moved expeditiously through a youthful passion for the stage to drawing as a stand-in for the cartoonist of the London *Star* and the *Sunday Bulletin*, the full flowering of his work appeared in the *Graphic*, *The Illustrated London News* and *Punch* before his untimely death at the early age of 39.

Before his twentieth birthday, May had married and was living in Covent Garden. He loved hobnobbing with the famous and the infamous of London society at Romano's and the Savoy Club. The author's account of May's Bohemianism portrays him as the archetypal cartoonist of popular imagination, complete with loud, obnoxious, self, clear and picturesque fringe of hair. He was extravagantly generous, leaving on whisky by the barrel at soirees in his own house. But reading between the lines it is not hard to detect a serious and sensitive character. A contemporary, led from the din of a party to be shown May's workshop described its "perfect order" and the artist at his desk deeply engrossed in his work.

Portrait of the artist

Phil May, the Artist and His Wife. By David Cuppleditch. The Fortune Press. £9.95. 284 98593 7.

Gilbert Wilkinson, whose vivacious pen drawings appeared every week in *The Passing Show* during the 1930s, once expressed his regret that in art schools of the period the medium of pen and ink was treated with "subtle, scholastic contempt." This book is a contribution to the medium's present rehabilitation, even-if, as the subtitle implies, its major concern is the life and personality of an exponent of the art.

From a penurious childhood in nineteenth-century industrial Yorkshire, Phil May moved expeditiously through a youthful passion for the stage to drawing as a stand-in for the cartoonist of the London *Star* and the *Sunday Bulletin*, the full flowering of his work appeared in the *Graphic*, *The Illustrated London News* and *Punch* before his untimely death at the early age of 39.

Before his twentieth birthday, May had married and was living in Covent Garden. He loved hobnobbing with the famous and the infamous of London society at Romano's and the Savoy Club. The author's account of May's Bohemianism portrays him as the archetypal cartoonist of popular imagination, complete with loud, obnoxious, self, clear and picturesque fringe of hair. He was extravagantly generous, leaving on whisky by the barrel at soirees in his own house. But reading between the lines it is not hard to detect a serious and sensitive character. A contemporary, led from the din of a party to be shown May's workshop described its "perfect order" and the artist at his desk deeply engrossed in his work.

"Penny addick", "Pinner?" "No thick uni!"

Until the 1880s, all line drawings intended for reproduction had to be engraved by professional engravers. The introduction of photo-engraved zinc blocks freed the artist from his subjection to the inevitably modified interpretation of his work by a hand other than his own. Phil May was one of the first to take advantage of the revolution which enabled fast, mass reproduction of freely drawn pen strokes. The dashed-off appearance of his drawings was carefully

convicted. He made detailed preliminary studies, often from living models, then ruthlessly pared down the draughtsmanship by tracing and re-tracing, to leave only the most expressive lines.

The book is amply illustrated with about 200 drawings and, thanks to the format, none is weakened by over-reduction. There are also portraits, and photographs of the artist at home.

Frank Finch

Mirror up to nature

Pleasure and Repentance, devised by Terry Hands, The RSC at the Fortune Theatre. How I Got That Story, by Amlin Gray, at the Hampstead Theatre. One Mo' Time, a musical by Vernel Bagneris, at the Cambridge Theatre. The Merchant of Venice and As You Like It, by William Shakespeare, The RSC at the Aldwych Theatre. One Night Stand, a comedy musical by Mike Harding, at the Apollo Theatre.

Pleasure and Repentance, an anthology of love devised and directed by Terry Hands, has joined *The Hollow Crown* as The RSC's contribution to the Royal Wedding celebrations. Excellently performed by Susan Fleetwood, Tony Church and Michael Pennington, with musical contributions from Adrian Harman, it sounds a strangely jaundiced note for a joyful occasion. Susan Fleetwood strikes exactly the right note in every one of her pieces, and the music (when audible) adds to the charm of an undemanding entertainment.

Musical, by James Walker, is an important linking device in John Barton's richly satisfying production of *The Merchant of Venice*. Nineteenth-century Venice is quickly established by Italianate popular music. Old Gobbo is a blind busker who recognizes Launcelot by means of a family duet, and some of Launcelot's lines are set musically. In Christopher Morley's unobtrusive settings, Brian Harris's clever lighting readily fixes Belmont - to the action moves smoothly from place to place and the story is clearly developed.

Barton takes a new look at *The Merchant*, conjures up revitalizing images and textual readings, finds resolutions to many of the play's difficulties. At his first entrance Shylock draws laughter by his repetition of the word "well", but "I will be assured" shows the steel in the Joker and declares him dangerous. That it would be his humour to seal a bond for a pound of flesh and his malice, that bond being forfeited, to cut it out "nearest the merchant's heart": is established from the start. David Suchet's mercurially temperamental Shylock thus develops as a powerful human figure whose driving obsession for revenge blinds him to the risks which it entails. The punishment it draws on him, while repugnant, is not undeserved. We pity him not as a Jew but as a human being. *The Merchant* is nearer "the Jew Shakespeare" than any other.

With his excellent company Barton presents numerous fresh insights on the play. Sinead Cusack's Portia is a woman of spirit genuinely committed to the terms of her father's will, fearful of losing Bassanio, clever enough to impersonate a lawyer in a truly effective disguise. So the casket and court scenes work splendidly and the rings sub-plot rings true for once.

John James

Lingo

In evangelical church circles it is a fashionable virtue to be "committed". This implies that an individual has made a definite personal decision to follow the Lord and all his doings. It is a commitment to a way of life, a powerful movement of the will on the part of the believer. The same cannot be said for prisoners in our goals who were also once "committed" presumably as the passive effect of someone else's will.

This just goes to show that some words eschew mere vagueness and prefer strenuous ambiguity or even contradictory meanings. "Conviction" is another example that springs to mind. According to context this word may denote sublime honour or squalid criminality. And while I'm on the subject of crime, consider the word "forge" which may be used to refer to the far from fake chains which such as Jacob Marley forged during his lifetime, or which may indicate the easy international relations worked for by all statesmen, but also the pile of phoney fivers, only recently discovered.

"Cleave" (as in "deceive") generally means "to divide" but a source no less honourable and venerable than the King James Bible speaks of man leaving his father and mother and cleaving to his wife - which no doubt he would do intentionally and not carelessly, by any "overnight". And yet the ever careful foreman exercises "overnight" so that all goes well in the factory and nothing goes amiss.

If we say "a unique so and so" then that's wrong because the *Indefinite* article implies there is another; if we say "The unique so and so" then we're wrong again because the *definite* article renders the expression tautologous, can anyone "fashion" a solution, please?

Peter Mullen

Impressions of Paris seen through the eyes of its painters

This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contrasts the City as it was, on the canvas of its artists, and as it is today in photographs that distill its essential character. Available: free on loan to bona fide schools and organizations. Time 10-11pm.

TIME OFF LIMITED
2a Chester Close, London, SW13 9JL
Tel: 01-235 0070.

O weep for Adonais!

Heather Neill and Hilary Finch at the Festival of Romantics

Most schools and movements in artistic style are discerned only in retrospect. Rarely do the members of a group - such as the Pre-Raphaelites - see themselves as such and it would have been quite possible for the organizers of an undertaking as ambitious as the Romantics Festival, which took place recently on the South Bank, to spend most of their effort providing exact delineations of Romanticism.

The introductory lecturer, George Steiner, began by stating that no movement leaps into being in a vacuum and attempted to define Romanticism by citing changes in attitude made manifest in literature, especially between the sexes and vis à vis nature. Steiner is the ideal figure to introduce such a festival, combining intellectual respectability with an infectious enthusiasm; making enough broad strokes to inspire the uninitiated, but including enough detailed references to satisfy aficionados. He is a performer par excellence, passionate and sincere, so that muttered objections about sleight of hand, the half-formed questions about why exactly late eighteenth and early nineteenth-century pastoral was so different from what had gone before melt in the presence of his vigorous, positive delivery.

It was a confident note on which to begin. Christopher Rick's chosen subject, a couple of days later, *Wordsworth and Byron: the Poetry of Allusion*, did as much to emphasize the continuity of literature as to proclaim the revolutionary nature of the romantic spirit. He began at a gallop, and with great good humour demonstrated, by referring to specific lines, these poets' ability to draw with gratitude on their literary heritage and transform it into something quite original. This was an enthralling "hour" calculated to lead the listener in search of the lesser known poets of Wordsworth.

Even a week when so many professional performers - Sarah Miles, Richard O'Connell, and Barbara

Leigh-Hunt among them - were available to speak Romantic poetry, a master class led by Patsy Rodenberg of the Royal Shakespeare Company promised to be an unusual opportunity to see the works afresh. The promise was not fulfilled, unfortunately, probably because Ms Rodenberg had devised too ambitious a programme, presenting us with a group of students who read from no fewer than seven poets linked by the theme "Solitary Seers". If she had concentrated on fewer examples we might have learned more about technique - how one invests an intelligent reading with the proper degree of emotion, for instance - and been prompted to see familiar lines in a new light. It is no easy thing either to teach or to be criticized in public, but we had come along prepared to sit in on a class and, I think, acknowledge the artificiality of the situation. As it was, we were present at a poetry reading manqué.

H.N.

The musical representation in the Festival was in many ways its most disappointing aspect. Programming was at times ill-conceived (what place had Wolf, Meltrion Williams, Butterworth, Ravel and Scriabin, for instance, in a survey of the "early decades", 1780-1840?), and performance standards erratic.

Those members of the public who had enough leisure to visit two or three of the "hub" events per day doubtless found an idea from a lecture here: a masterclass there to stimulate and sharpen their responses to the concerts themselves; of "Romanticism" (a term which evokes trouble getting to grips with anyway) from literature to arts to music is one fraught with complications and dangerously reductive to the oversimple and superficial intellectual and emotional response.

Judged on its own, Brian Haefliger's *Feder* masterclass, with three

of Young Chorus have been meeting at Loughborough Technical College, to prepare major choral works, tomorrow the Leicestershire take place at Loughborough Parish Church. Chamber Orchestra will join

the voices for Vivid's *Magnificat* and Mozart's *Requiem* and on Sunday works, tomorrow the Leicestershire take place at Loughborough Parish Church. Chamber Orchestra will join

Loughborough singing week

Loughborough Singing Week is now in swing with a concert tonight of songs by Gabriel and Schubert conducted by Johannes Rahn. Five hundred members of the European Federation of Young Chorus have been meeting at Loughborough Technical College, to prepare major choral works, tomorrow the Leicestershire take place at Loughborough Parish Church. Chamber Orchestra will join

books

A blurred view of Utopia

Maurice Kogan on the politics of education

Unpopular Education: Schooling and Social Democracy in England since 1944. Centre for Contemporary Cultural Studies. £12.00 and £4.95.

This complex, able and deeply biased book aims to give a detailed historical account of social democracy's failure in achieving radical social and educational change. The authors concentrate on the period of alleged consensus between 1945 and 1965 and on the associated modes of political and intellectual discourse during the last 40 years. Their writing is spurred on by a "socialist perspective" and by the fact that as individuals "we are... involved in political struggles". They hope, therefore, that "our work will contribute to the furtherance of socialist and feminist struggles".

Their account of events is partial but largely valid. Educational progress since the end of the war assumed that the system could be changed by Parliamentary democracy

working through benign bureaucracies and a committed teaching profession. These assumptions were accepted by the Labour Party so that Crosland, they imply, was almost totally captivated by professionalism. Labour was deeply ambivalent in its conception of equality. Genuine egalitarianism struggled with, and lost out to, the themes of equality of opportunity. Labour ignored the source of true potential social change, the working classes in resistance to capital and capitalist schooling and paid insufficient attention to grass roots educational problems.

The Labour intelligentsia, through the old sociology of education, tackled issues of social status, rather than grappling with class, and thus connived at such concepts as social cohesion and citizenship instead of working class victory. The new sociology substantiated the need for fundamental changes in the social structure and drove hard into educational process by analysing its connections with such other social "sites" as the employment system and the

family. The thinness of thinking about school-family relationships thus gave way to more fundamental discussions of curriculum placed against deeper issues of social control.

My objections to their account of political history are not so much to its main themes but to its implicit assumptions and the evaluation of the main actors' motives. Educational policies have been dead compared with those of the US. Labour in opposition was hopelessly confused and too often failed to use its power when in office. Direct participation is a far more recent demand than these authors suppose but political science ought to have anticipated the dissonances between client groups and those who run the system from on high. But a cocky historicism glibly attributes motives to previous generations of reformers who did not find it easy to push aside formal democratic methods and to rely upon a hypothesized working class consciousness instead. Once Labour rejected the Eastern European model of a drive toward the classless society they unsurprisingly hoped for social cohesion and citizenship. That hardly made Crosland identical to Boyle in his time. He and others were impatient with utopias which always finish up with more coercion and less happiness than the root and branchers of Cuba or of the Chinese cultural revolution might think.

In declaring that schooling was "capitalist" they bestow autonomy of will on the working class but deny teachers of it. If teachers have been the unwitting agents of the slave owners' conspiracy the mechanisms by which the capitalists have had their will be never described. We are told that "capitalists" have a stake in the relation of schools to wage labour. But is this not true of all productive systems, both public and private, who want the schools to pay

attention to the need for skills? Lumpy categories like "capitalists" and "waged labour" take on personalized characteristics. And lumpen sociology creates a lumpen teaching force.

Nor do I accept that the long succession of Central Advisory Council Reports, criticised as they might be in other ways, were redolent "of the needs of industry". I don't see how they contributed to the need of "capital" to "disarm working class discontent". And was it sinful to raise the school leaving age not only to help individuals but to ensure that if the demand for young labour fell off they would at least be at school? This hardly substantiates their conclusion, taken from Marx, that "the capitalist mode of production directs teaching methods... towards practical purposes". Where is this demonstrated? Nor is that feeble organization in the DES known as the Departmental Planning Organisation, quite the agent of capitalists at their manoeuvring plots that are here surmised. It is true that the Federation of British Industries and later the CBI have not been all that friendly to advanced views in educational policy but they complain that their views have been discounted by successive governments.

There is throughout the book an idealised vision of a working class waiting to be aroused from lethargy from a new politics of education. Paul Willis's account of working class "kids" or Ted Tapper and Brian Salter's account of middle class radical youngsters in the NUSS may be true pictures of "diffused resistance". But I feel dissatisfied by the account of working class discontent with education. At William Tyndale School working class parents seemed to be asking for more skill training. In London working class resistance to mergers undertaken for the sake of comprehensive and co-educational schooling may be false consciousness, but it is their own false consciousness.

The world of work and skill training are depicted as a source of alienation. That able researcher, Harold Wilensky, in his Detroit Study (Family Life Cycle, Work and

the Quality of Life: Reflections on the Roots of Happiness, Despair and Indifference in Modern Society, University of California, 1981) laments what he calls the "myth... that the mass of modern workers are increasingly alienated from their work... Only 177 of our 1156 employed men were alienated on even one out of six possible attributes of the work situation".

Work related to prized self-identity. Indifference rather than alienation was the prominent characteristic of some groups. Again, is it historical to write that "large sections of the British work force behaved (in the 1970s) as dispossessed wage labourers fighting to maintain and increase their share of the value produced"? Dispossessed? Of what?

Their thoughts on the future are lightly sketched: "Industry should conform to the needs of human development." Yes indeed, it is not easy to follow the form of organization that they want but which they claim will produce more wealth than does the capitalist and patriarchal social order. None will dissent from the demand for livelier educational policies. They want to see education develop in many locations beyond the school, and sweep through it at present underprivileged. That, too, is what most of us within the main Labour Party tradition see. But do I read it aright that they complain that people under the age of 18 do not have the vote and that black people and working class people only have one vote? Is positive discrimination to be applied to voting? A clear statement of how they would use power would be enlightening.

The book offers some valuable challenges to blandness. It is helpful to have so coherent a statement of the distinctively Marxist point of view that attempts to connect historical account with social theory and which gives warning of what the left is seeking to establish. But the history is shrouded by retrospective ideological reconstructions and the programme for change is more the banging of tambourines than good tunes in which all people of good heart and voice can join.

Doomsday scenarios

A Choice of Catastrophes, Isaac Asimov. Hutchinson £6.95.

If there is a scientific bandwagon about, you can be sure that Isaac Asimov will not only jump on it but come up with something perceptive. For those who have heard it, his clone song was the best thing to come out of the recent controversy about whether or not a human being had been cloned, and I am still surprised that Asimov has not seen fit to offer a commercial reworking of the story. Just now, cosmic disasters are all the rage, with a flurry of books (fiction and non-fiction) and at least one film on the theme of catastrophe striking the Earth. So here is Isaac, with one of his weighty volumes, wading in with a rum down on everything from the ultimate fate of the Universe to meteors

striking the Earth, ice ages, war and pollution.

In spite of the sensationalist theme, much of what he has to say is reassuring - we can cope with any disaster that is likely to arrive in the immediate future, provided we take sensible precautions and don't stick our heads in the sand hoping the danger will go away. So, at heart this is an optimistic book, and optimistic books usually don't sell as well as doomsday scenarios, thanks to some deeply ingrained human streak of masochism. Since the Asimov name will sell any book, though, this one might be an exception to that rule, and thereby do a great deal of good by debunking, gently and in eminently readable fashion, some of the really crazy ideas around at present.

But I can't resist pointing out one doomsday scenario that the great man seems to have missed. Discussing ice ages, he talks about glaciers

and ice sheets taking thousands of years to spread out from their present strongholds, and he seems to have missed the recent "snowball" theory which suggests that an ice age can "switch on" very quickly, with snow falling in winter over land and simply not melting the next summer, so that ice sheets rapidly grow from the ground upwards as each annual layer of snow is added to the pile. The idea of an ice sheet developing in this way in a hundred years, rather than spreading down from the pole over a few thousand years, is perhaps the best catastrophe candidate around today, and should get a mention in a book like this.

Even so, it is a good book. Good to read, scientifically accurate, and an invaluable source of information with which to counter wild ideas about meteors striking the Earth, or Velikovskian nonsense. Especially valuable as a gift for any impressionable adolescent, and good value for any school library.

John Gribble

An America lost and found

America Lost and Found, by Anthony Bailey. Faber £6.95.

Anthony Bailey spent four years between the ages of seven and eleven (and between the war years 1940-44) staying with an American family in the mid-West while his own family remained in England. Along with a number of other children, he was evacuated and lived in a school in the States.

While going to boarding school, might be a wrench, it can be a no resemblance to being totally cut off from your home and family for so long. This is an account of what Bailey remembers of that period of his life and how he fitted in to America.

He fitted in remarkably well, rather too well for comfort. The most startling thing about the book aside from the author's phenomenal memory for detail, is the speed and ease with which little Tony Bailey turned into an American child. The fact that the adult Bailey now lives there only confirms perhaps, that he ought to have been American all along.

The Spaeths with whom he lived were obviously a charming family. Rather richer than his own parents, they introduced him to asparagus - which he hated - and devil's food cake - which he loved. They produced elaborate toys for Christmas and, birthday, took him on expeditions, sent him to summer camp and, in every way loved and looked after him as if he was their own. Their

son, Tony Spaeth (so called to distinguish him from Tony Bailey) was around the same ages and the two boys were brought up together.

Bailey gives a careful and detailed picture of his childhood there, from eating, sleeping, walking, reading, schooling, sex education, and climbing. But we feel that we know far more than we really want to about any of these things.

The book is little more than a series of anecdotes with no patchy end. In the end, one feels no desire to Bailey. It is as though he were in code, thinking mistakenly that an account of his movements will reveal the real Tony Bailey. I suspect that the book was written to lay some private ghost. I can only hope that it succeeded there at least.

Lucretia Stewart

Paperbacks

A terrible beauty

David Wright

The Penguin Book of Irish Short Stories. Edited by Benedict Kiely. Penguin £1.95.
The Penguin Book of Irish Verse. Edited by Brendan Kennelly. Penguin £2.50.

Why have the Irish got the gift of the gab, how is it that they handle the English language so much better than the non-Irish? Is it something to do with their underlay of Erse, with its rich vocabulary and counterpoint syntax? I don't know the answer, but it's the question I kept asking myself as I read these two excellent Penguin anthologies of Irish poetry and prose.

They are good anthologies, not just because of the quality of the work selected, but because the editors have favoured less-known or out-of-the-way items when making their choices, yet without allowing either to become unrepresentative. And like all good anthologies these compilations are exploratory, and open up avenues for further reading.

Benedict Kiely prefaces his selection of short stories with an apology and a list of writers he has not included: some 30 names, himself among them (rare and reassuring modesty). It's a remarkable *salon des refutes*, and one may gain some idea of the richness of choice open to the editor when it is seen that he was able to dispense with work by such names as W. B. Yeats, James Stephens, Samuel Beckett, Brendan Behan, and Flann O'Brien, yet produce one of the best anthologies of short stories I remember having some across. Certainly I missed none of the *refutes*, except maybe Beckett and Flann O'Brien.

But he has produced a sizable book - 38 stories occupying more than 500 pages; a bargain for the money. It opens with one of Lady Gregory's mannered retellings, in a Sygne-like lingo that the editor dubs

"Kiltartane", of one of the ancient Gaelic tales of Dairmaid. I have to admit I couldn't pursue it to the end. But the next story more than makes up for this initial disappointment - a traditional folk-tale, "The Cards of the Gambler", as told by one Johnny Shemisin in Donegal in the 1940s. And taken down and translated by the editor. It has the polish of many tellings and tellers, like a beckstone smoothed and rounded by the running waters. There follows a documentary story by William Carleton, undoubtedly the greatest Irish prose-writer of the nineteenth century, though still too little-known and hard to find. His "Wildgoose Lodge" reprinted here is new to me and is perhaps the most powerful - and upsetting - piece in the collection; a recreation of the revenge burning of a house, with men, women, and children alive in it, by the nineteenth-century equivalent of the Provos, or it may be of the Mau-Mau. Certainly Carleton opens one's eyes to the psychology behind the current misery in Northern Ireland; in particular I would recommend his novella, "The Party Fight".

It can't be said that the stories in this anthology, perhaps because of the picture of Irish life Carleton's tale is succeeded by another revenge-story, Stephen Gwynn's "St. Brigid's Flood", which is almost as gruesome. Then there's George Moore's "Home Sickness" in which a re-narrative Irish peasant thankfully abandons his native County Cork to return to the preferable slums of Bowery. But how well-written they all are - and with what immediacy and narrative pull are most of these stories endowed! Particularly memorable is Michael McLaverty's tale about a cockfight, Patrick Boyle's equally vivid recreation of a badger-baiting, and the stories by James Plunkett, John McGahern, Val Mulken and Edna O'Brien.

The new edition of Brendan Kennelly's Penguin anthology of Irish

verse is very welcome. Its first hundred pages are given to translations of Gaelic poetry, most of them admirably rendered by the late Frank O'Connor, whose translation of Brian Merriman's long, rumbustious, eighteenth-century satire, "The Midnight Court", is a remarkable achievement - the anthology is worth buying for this poem alone. Irish poetry in English seems only to begin with the nineteenth-century, unless you count Swift and Goldsmith, who like Thomas Moore are barely glanced at here. No matter: we are provided with good-sized samples of several, first-rate, and difficult to come by, nineteenth-century poets like George Darley and James Clarence Mangan - and of the martyrs of the Easter Rising, Plunkett, MacDonagh, and Pearse.

The revised section devoted to the moderns - "Yeats and After" - is excellent. Yeats himself, on the grounds of familiarity and availability, is summarily and rightly confined, as is Louis MacNeice; Joyce makes his appearance in the role of salarist rather than chamber-musician; but all the good new Irish poets are here. Not just the well-known Ulster crowd, but less-trumpeted names like Anthony Cronin, Paul Durcan, Richard Kell, Eileen M. Challenor, Desmond O'Grady, and Hayden Murphy. The real plum is the late Patrick Kavanagh's "Lough Derg", a magnificent long poem which is a pendant to his masterpiece, "The Great Hunger", but which was not published till long after his death and is still hard to get hold of. Lough Derg is the centre of an annual religious pilgrimage. Among other things Kavanagh's poem, with its vignettes of the pilgrims, constitutes a cross-section of Irish life, and might almost be called an Irish counterpart to the General Prologue of *The Canterbury Tales*. It should be compared with Sean O'Faolain's story, with the same background, in Mr Kiely's anthology.

When two and two make fear

Do You Panic About Maths? By L. Buxton. Heinemann Educational £3.95. 0 435 50101 1.

Mr Buxton has been an expert teacher of renown; he is now staff inspector for mathematics for the Inner London Education Authority. His experience has shown him some of the reasons for "a mixture of fog, fear, bewilderment and occasional panic" among many people when faced with difficulties in mathematics.

Now, based on that experience and his support of Professor Richard Skemp's theories, he offers some reassurances, together with guidance (often implicit) on "coping with maths anxiety".

Taped discussions with a variety of people bring out the emotional ramifications, some perhaps unlikely to be suspected by those who do not delve as deeply as Mr Buxton has

done. (The printing of blasphemies and bad language, which might or might not be acceptable in speech but which jar the eye, is presumably in the cause of realism. But since the reproduction is, naturally enough, not of every bit of the conversations, a little more selectivity would not have come amiss.)

The "I'm-no-good-at-it" syndrome is prominent, and Mr Buxton is especially sensible in his playing down of correlations between ability at any particular skill and its possessor's oral value - or even his or her general intelligence.

It is interesting that the publishers codify this paperback as "educational psychology/mathematics" and that is the order that the dominant themes take. There is more psychology than there is mathematics; there is more to appeal to the teacher, in service or training, than to harassed, perhaps guilt-ridden, members of the general public who feel that their

deficiencies in numeracy are a sign of some great weakness.

If, however, Mr Buxton's work helps teachers to see some of the underlying problems, and brings some realization of how to deal with them, it will serve a useful purpose. The key, undoubtedly, is the quality of the teacher. A quotation from Professor Skemp is relevant. He has argued that "those who really understand mathematics are not common, those who can communicate it less so".

This is not an easy book to read, and its messages need concentration if they are to be grasped, still more so if they are to be acted upon. If there are more questions raised than answered, it is no bad thing. What is important is that teachers should think about what they are doing, and why they are doing it. Mr Buxton offers some valuable pointers.

F. W. Kellaway

In the beginning

Birth of a Duckling by Hans-Heinrich Isenhardt (Dent £3.50) has excellent colour photographs in a gentle introduction to embryology showing the development from the egg to the mallard duckling ready to take to the water within an hour of breaking out.

One of a series of sixteen "Observing Nature" books specially prepared for young children, *Stagbeetles* has been adapted by Anthony Wootton (Wayland £2.50) rather well-illustrated colour drawings with a very brief, but informative, text.

In the "Young Nature Series", *Cicadas* by Denise Clyne, *Grasshoppers* by Helen Piers and *Ladybirds* by Harold Oldroyd (Angus and

Robertson, £2.95 each), intended for slightly older children, the text is a little more informative, life histories being given in all three books. The photographic illustrations, although mostly black and white, are excellent and well complement the text.

Happily not all the books rely on photographic illustrations, as well-executed watercolours or coloured drawings have an appeal of their own. Two examples in a small series published by Pelham Books at £2.50 each are *Snakes and Spiders* both by Gün and Ingrid Björk. Here, in addition to the well-translated text, I found the watercolour illustrations, which sacrifice nothing to accuracy, very attractive. Also attractive are

the coloured illustrations in the Bodley Head Young Naturalists series, all by Gwynne Vevers and published at £2.75 each. *Animals that Store Food* and *Animals of the Dark* introduce the young person to a consideration of habitat.

Dealing as they do in easily readable text with species, life history and habitat, a selection made from these books would set the young naturalist in the right direction. I would like to see the animals of the sea-shore receive more attention, but all the books referred to here can be highly recommended for school or home.

R. C. Vernon

books



Simple books don't have to be simple minded: a fact which has been recognized by the editors of the *World's Work*. I Can Read Books and Early I Can Read Books. They have recently published three additions.

The Little Witch and the Riddle by Bruce Degen (3.20), like the rest of the series combines an easy vocabulary with a very imaginative story and lively pictures. It is about riddles and magic and friendship. Who's Afraid of the Dark? by Crosby Bonsall (£3.95) tells of a small boy who pretends that his dog is afraid of the dark when it is really himself - the reality of each situation is pictured on alternative pages. It sensitively tackles the conflicts surrounding fear of darkness.

Mr Tod's Trap by Malcolm Carrick (£3.95) describes events leading up to a role swap by Mr and Mrs Fox, examining the delicate matter of male egoism and female pandering to it along the way. It is funny and loving.

Children's Literature

War babies

Valerie Alderson

Closer to the Stars by Max Fatchen Methuen £4.50. 416 20630 1.
Jacob I Have Loved by Katherine Paterson Gollancz £4.95. 575 02961 7.

On the surface there would seem to be little in common between Max Fatchen's *Closer to the Stars* and Katherine Paterson's *Jacob I Have Loved* beyond the fact that both books begin in 1941. But there are other, more subtle, links for each deals with a small, relatively isolated community, albeit nearly at opposite ends of the earth; each is concerned with young people struggling to find an identity in family and society; each shows the indirect influences of the Second World War; and in each, birth and death, and the way they are accepted, play an important part.

It is in the telling that the real differences lie. From the moment when trainee-pilot John Grice zooms in with a mock dive-bomb attack on the Sims's haystack in *Closer to the Stars*, the story unfolds with the kind of slapstick humour more often encountered at Fawley Towers than in the Australian outback. The nearby airforce training camp is having a profound effect on the close-knit farming community, not least on the fatherless Sims family. Nancy Sims and John Grice have a brief, but intense, love affair before John is posted overseas and Nancy finds herself pregnant. Paul, her young brother, moves from one disaster area to another as he ineptly tries to defend her honour against the attacks of self-righteous Mr Marchington Moss, queen of the small-town gossip. Even the end, with Paul a minor hero, Mrs M. M. offering the hand of peace and the whole town assembled for Nancy's baby's christening, to the accompaniment of the airforce band, has its own wayward comedy.

Yet, beneath all the buffoonery, the author shows a profound understanding of his characters. Nancy's grief when John is killed in action is portrayed with sensitivity, but not sentimentality. Her proud defiance of the local gossips when she gets pregnant shows a much more realistic approach than that of those authors who take refuge in rape, drink or ignorance as excuses for their heroines' fall from grace. Paul too is perceptively drawn as he flounders in the trough between boy and man, always well-intentioned, rarely successful, but accepting retribution philosophically.

By contrast, life on the island of Raski, in Chesapeake Bay, U.S.A., is taken very seriously. Louise, who tells the story, is bedevilled by her overpowering urge towards self-analysis. Life has changed little over the two hundred years that there have been Bradshaws living on the island. For the men, it is dominated by sea and weather and their influence on the crab and oyster; the

women stubbornly pretend that neither is important by refusing to acknowledge them. Louise and her twin sister, Caroline, both in their own way buck the conventional pattern. Caroline is musically very gifted, beautiful, delicate and everyone's favourite. All good things seem to fall to her with unfailing regularity, so that despite her parents' poverty she achieves her ambition to train as a singer. Louise, on the other hand, is dark and homely, rudely healthy and a born tomboy who takes to the fishing as though she were a man. Secretly, though, she yearns to be like her sister and is given to brooding on imagined slights and injustices, starting with their birth when Caroline almost died and so got all the attention. Yet, in the end she too escapes, to train as a nurse-midwife and find her own way of life in an Appalachian Mountain community. And when she delivers twins, one strong, the other scarcely living and taking all her attention, the wheel comes full circle.

This Newbery Award Winner has much to say about girls growing up and the mire of self-pity and envy into which they can fall when they imagine themselves passed over for another sibling, but it is rather too earnest in its approach; the humour, when it occurs is heavy-handed and lacks the lightness and exuberance to be found in Max Fatchen's equally sincere tale.

Doing Good by Doing Little Race and Schooling in Britain

DAVID L. KIRP

This book assesses British policy towards the non-white population. The central conclusion is startling: with respect to social welfare policy generally and educational policy specifically, Britain has as much as possible avoided singling out race for special attention. The hope behind this racial inexpressiveness is that race problems become less intractable by being ignored. Has that happened?

176 pages £10.25

University of California Press

resources

Two-field resolution

Wendy Roy on the advantages of videodisc interface with computer systems

The first Videodisc Interface with Computer (VIC) system to arrive in this country is the Philips LaserVision, which will be launched in the Autumn. The system, described in detail in the Educational Technology Extra (TES May 29) currently uses a laser beam and a videodisc which revolves at 1,800 revolutions per minute. The computer in the system creates a range of new facilities, such as random access and overlays of computer graphics on videodisc still frames or motion sequences.

As a teaching aid the VIC system is potentially more powerful than the videodisc systems currently being used in schools.

When teachers take the trouble to stop videotapes at freeze-frame there is usually a fuzzy line across the screen at some point, distracting the pupil's attention. Also it is tedious and complicated to keep stopping and starting a videotape player, especially when you have to search for the frame you want.

VIC systems which recognize each individual frame of visual material can be stopped at any frame. They do not have the fuzzy line across the screen because the limits of each frame are defined, and a two-field resolution gives clarity to the actual screen production. Instant access to any single frame or series of frames is available in forward or reverse: mode from hand held computer instruction units. This means a teacher can treat any VIC presentation in the same terms as a slide presentation, but has the advantages of the interactive written dialogue and pupil

response input.

In practical terms a teacher can be presenting, say, a lesson in gymnastics. The video presentation can be run through by the teacher. Where a pupil has not quite grasped the principle of the backward roll, the teacher can ask the computer console to find the series or frame which shows the movement in detail.

The teacher can run through the whole, or pick salient specific movements in which the pupil is faltering. The movements contained in the three or four frames leading up to the backward roll can be shown, as can the frames leading out of the problem, or one can freeze at the precise point in which the pupil is unsure.

In addition to freeze frame, real time, and variable speed slow motion forward and reverse the system has a sequential freeze-frame facility; i.e. a facility originally provided by magic lantern techniques. Going over a small number of motions by presenting a series of frames slowly is a valuable contribution to teaching techniques needed for skill learning and practice. Because each frame can be located by the computer the teacher need not stop the flow of the presentation. And because the system can present written material simultaneously with the visual material, added impact can be given to salient teaching points.

The VIC system is, of course, perfectly adequate as a teacher controlled individualised learning tool. The interactive branching ability and the data storage ability of the computer allows the teacher to concentrate on those aspects of a lesson which the computer

cannot teach.

Each child is taken through a learning path suitable to his or her needs, and information about the child's progress is readily available to both the child and teacher. This allows the child to assess progress individually, and the teacher to assess the progress of any group of students.

The ability to present visual material simultaneously with computer branching progression brings together the best of video and computer teaching technology. The fascination children have for computers and television are rolled into one unit. For this reason alone children will probably enjoy working with the VIC system.

For teachers, in addition to the pedagogical opportunities discussed, there is the practical advantage inherent in the VIC system of eliminating the cumbersome videotape player and the separate computer facilities in the classroom. Field testing of VIC systems in the US have provided very positive teacher response. Teachers in sample studies were enthusiastic about VIC's potential use and value as an instructional aid; they appreciated its ability to present a variety of material simultaneously or sequentially without halting their line of thought, and found the greatest benefits lay in the system's flexibility and their own ability to control the total session.

There are obstacles, however, other than the change of attitude needed to work the system. The training of teachers in the professional use of the VIC system is very necessary. As with all audio visual techniques unless training



Philips Video Disc Player, with disc

ing is given at teacher training establishments, the potential of the system could be lost.

Unless there is training, head teachers will not be able to assess the potential of VIC technology for schools and teaching methods, and the potential for redesigning curricula for more adequate learning.

The responsibility for creating this awareness and providing short induc-

tion courses lies both with the educational system itself and with industry. Already there have been demonstrations at conference settings in London, but much wider dissemination to educators themselves is probably needed. Such sessions require presentation of British as well as American materials, and need to be applications, rather than just

theoretical.

Rich portrait

On Ludgate Hill by The Poetry People Viewtech Audio-Visual, 122 Goldcrest Road, Shepperton, Middlesex, BS17 6XF. £4.50.

This third cassette from The Poetry People continues their exploration of the sixteenth and seventeenth centuries. Their first cassette consisted of excerpts from *The Metaphysical Poets* (reviewed in the TES, November 28 1980). The original three voices on those cassettes have now been joined by four others.

On Ludgate Hill expands the range of material included in The Poetry People's cassettes to include extracts from Ben Jonson's play *The Alchemist*, from Donne's sermons, and from Pepys' Diary. The group have developed and polished their technique of presenting perennially attractive material.

The traditional rendering of one poem after another in *The Metaphysical Poets* has given place here to an inventive, interpretive, and wide-ranging material, to interpreting the pieces by variety of voice, responsive readings, and even liturgical chant and song. The result is a rich portrait of seventeenth century London — of love and romance, of courtly life and the arts; of the dominant place, as in every age, of religion and sexuality.

The use of short pieces immediately after longer ones is in keeping with the general strategy of marshalling the material, but in view of how well our interest in the longer pieces is maintained, some of the really short ones might perhaps have been left out.

Prabir S. Gupta

Computer Books

Britain's biggest range at

LION MICROCOMPUTERS

227 Tottenham Court Road

London, or ring 01-580-7383

Brainwave competition

Carolyn O'Grady on a search for new classroom aids 'Brainwave'

If you have not done so already now might be the right time to get working on an idea for The Brainwave Competition. The Times Educational Supplement is organising the competition in conjunction with Hestair Hope, the education equipment suppliers.

We are looking for ideas which will improve classroom life and the quality of learning. Entries can be submitted in any format in the following categories: mathematics; music; craft; pre-school; environmental studies; science and aids for handicapped children.

There is substantial prize money and every chance that if the idea is commercially viable it will be produced and marketed by Hestair Hope, in which case the entrant will receive negotiated royalties.

Country through the mirror

Nick Thomas reviews a recording of 'Monkey'

Monkey Part One: Monkey in Heaven. Read by Kenneth Williams. A two-cassette boxed set. Nimbus Records Ltd, Wycombe, Bucks, HP9 3ER.

The huge, sprawling, fascinating sixteenth-century supernatural classic from China, known as *Monkey*, achieved minor cult status here recently in its Japanese TV version (dubbed into English). This many pupils will already be open to this more formal, but equally attractive, reading of Arthur Waley's translation.

Monkey is funny, exciting, bizarre, exotic, above all — from an educational point of view — it constitutes an excellent way in to the other great



Each category will be assessed by three judges who will award cash prizes of £150 to the teacher and £350 to the school for the winning entry, £75 for the runner-up, and £25 for the school for the runner-up. For the overall winner, chosen by five educationists, cash prizes will total £1,500. £500 to the teacher and £1,000 to the school.

Entry forms are available to all practising teachers in Britain from Hestair Hope Ltd, St Philips Drive, Royton, Oldham OL2 6AG. The closing date is September 30, 1981.

human culture, old China. This is the country through the mirror where, where represents mourning, left is the side of honour, and generally every activity from the trivial to the grand is carried out at an angle to our own assumptions. To bathe in such alienness is to learn something about relativism — arguably, one of the most important lessons there is. These tapes should hold the attention of a wide range of pupils. Kenneth Williams is the perfect reader, with his steady yet trendy, infinitely flexible voice. The younger the class, the more context and introduction will be needed.

From a teaching point of view this is an advantage because once the appetite is whetted, there are a thousand directions to go for follow-up: from dragons and tea-drinking to Buddhism and bureaucracy. *Monkey* is also a brilliant satire on all civil services everywhere.

Viva Espana

Brian Hill on 'Claro'

Claro! Mary Glasgow Publications Ltd, 140 Kensington Church St, London W8. £18 plus VAT, each pack

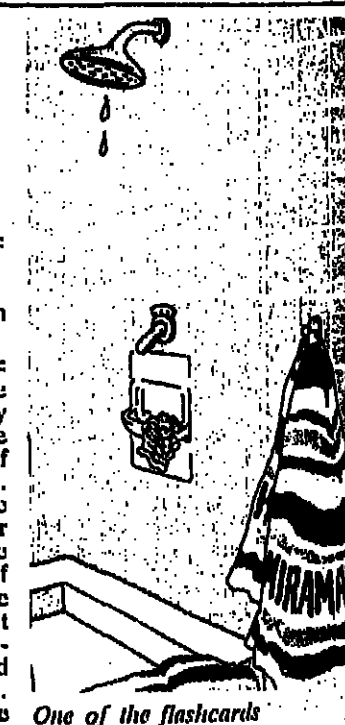
The team that produced this course have successfully combined the vitality and freshness of the magazine approach with the thoroughness of more traditional structured courses. Often, the impact of comic strips is like fireworks which leave little behind after the display but with *Claro* great care has been taken to limit the number of linguistic items and to provide ample reinforcement and revision. The result is a course which is lively and stimulating, but one which also lays a sound base for future academic development.

Claro, as its title implies, is from the same stable as its successful French counterpart, *Eclair*. It is produced by an ILEA team, and extensive classroom testing and consultation with London teachers preceded publication. It is available within the ILEA from the Publishing Centre in Highbury Station Road, London N1.

Each pack covers one unit and comprises the teacher's guide, a pupil magazine, a tape, 12 colour slides, 12 flashcards, and poster. The main presentation of vocabulary and structures is carried in the pupils' magazine, so in practice, extra magazines (£3.50 for each pack of 10) would have to be ordered. In each pack there should be enough material for about half a term's work, and there are 12 packs in the course.

The pupils' magazine has only twelve pages, but they are densely packed with ideas for oral, aural and written work. Great use is made of line drawings, speech bubbles and photos. The emphasis placed on listening is welcome, and there are a number of ingenious devices to build up aural acuity.

The same vitality is carried over into the tape, which is divided into short 1-2 minute segments and punctuated with some catchy bars of music. At the very beginning of the language learning ladder, it is almost impossible to achieve true authenticity and some of



One of the flashcards

the "holes" and "me llamo" are forced.

The twelve slides present a picture of Malaga, and are used for the section entitled *Hispanorama*. The slides are meant to be shown first with recorded dialogues in English in which tourists give and receive information about the capital of Spain's Costa del Sol.

The least successful components of the course for me are the flashcards and the poster. The flashcards some time contain too much detail for the suggested exploitation with the whole class (though they are acceptable as stimulus for pair work). Perversely, the poster contains too little information.

The success of the course, however, will be decided by the skill of the teacher. The authors have produced excellent, helpful and comprehensive set of teachers' notes. Sixty pages are packed with information, suggestions and suggestions. Armed with this the teacher can exploit the material at an appropriate pace. At the back is a section of masters which can be copied onto overhead transparencies or photocopied for pair work.

Claro lives up to much of the claim made for it. Pupils will be motivated to learn, and teachers will be pleased with the careful selection of language, the practices of aural and oral skills, and with the help they are given to exploit

Controversial views

James Bromwich on Sussex videotapes

Sussex Video: History Series. General editor, Kathleen Burk. Great Britain and Germany 1933-1939. A. J. P. Taylor. The Dissolution of the Monasteries. William Ewart Gladstone. H. C. Matthews. Sussex Publications Ltd, Townsend, Poulshot, Devizes, Wiltshire.

None of these videotapes sets out to challenge the documentary approach used by BBC TV or ITV. Their sparse use of illustration is not very successful, adding little to the words of the speakers, who do not refer to them. Nor are they deeply thought out, objective-based, Open University style programmes. But the basic model adopted is definitely valid: a major academic discusses his specialist subject in an appropriate setting.

For history ranging from sixth form A level to first degree standard, there is considerable value in providing the opportunity for students to see and hear a scholar communicate the excitement of detailed and comprehensive understanding of a specialized field. It is an experience that can also build up an awareness that history is, at least in part, the creation of the scholar. The visual image can help to increase student involvement and bring the academic closer.

A. J. P. Taylor in his examination of the years of appeasement brings out clearly how British policies contributed to the opportunities that Hitler gratefully took. His talk is most successful in showing the pressures operating in the formation of British foreign policy. Such elements, ranging from the formal legalistic diplomatic traditions to the views of the military services and the Labour Party, are examined with great clarity.

Far less convincing is Mr Taylor's portrayal of German policy. It is not only treated with much greater brevity, but the topic is also more controversial than it appears. It is seen, for example, as an interested onlooker in the Sudeten crisis rather than an instigator. The programme notes point out that this is a minority view, but not that it fits his general underpinning of

the significance of Nazi racist and expansionist ideology. However, most teachers who are considering getting the Taylor videotape will be aware of his idiosyncrasies; they are one reason why he can be so stimulating. Unfortunately this programme seems to be a tired performance, rather static, and lacking his usual sparkle. It will be valued mainly for Taylor's undimmed clarity and coherence — worthwhile qualities, but not the verbal tour-de-force he can produce.

Professor Dickens, in marked contrast to Taylor sitting in an armchair in his own house, presents his study of *The Dissolution of the Monasteries* from the ruined Yorkshire priory of Mount Grace. His language is precise and sharp and his manner relaxed. The fact that he carries his notes with him in no way breaks continuity, only the occasional uncertain movement implies under-rehearsal.

Anyone tackling the impact of the Reformation or the development of Tudor government will find that this gives a comprehensive and clear picture, described gently and with warmth by one of the foremost authorities on the subject. It can be recommended unequivocally for sixth form work. It relates the physical remains in their beautiful setting to a sensitive description of sixteenth-century monastic life. It covers humanistic and religious critiques as well as political realities, often with neat imagery.

The videotape on *William Ewart Gladstone* subtitled *Midlothian Campaign and The People's William*, can also be recommended despite some reservations. It is the least relaxed of the three. Dr Matthews is ill at ease, and it shows both in body movements and in his delivery. Awkward, inhibited hesitations, and sentences that seem to run out of steam, suggest a man unused to being televised and a failure on the part of the producers. Someone also might have pointed out the obscurity of phrases such as "constitutional nexus" and "dislocated franchise".

This videotape is not a complete, traditional synopsis of Gladstone's career and achievements: the viewer will learn little of Irish policy and

resources

media

James Bromwich on Sussex videotapes



A. J. P. Taylor

nothing about Gladstone's ministries of the 1880s and 1890s: the subtitle is strictly relevant. Instead the student will gain a subtle insight into the formation of Gladstone's thinking, and a great deal about the significance of morality and of retrenchment in his politics. The role of the Midlothian campaign for all subsequent late nineteenth and early twentieth century political campaigns is brought out very clearly.

The programme was made in St. Denis's library, of which Gladstone's own private collection forms the core, and at Hawarden Castle where he lived. Context adds considerably to appreciating the man, and in this case the contemporary prints are more apposite than in the other recordings. Students should benefit particularly from a second showing, when the media weaknesses will be less distracting.

Sussex Video have chosen areas which are widely studied in upper secondary and higher education, and these tapes deserve inspection by history teachers to see how they could be used on their courses. It is to be hoped that Sussex Video will think more carefully about presentation, especially the need for rehearsal in the future. The production of these straightforward and purposeful historical studies — and perhaps even make the accompanying booklets more substantial.

More real Spaniards

Brian Hill reviews 'Descubra Espana'

The BBC's latest Spanish series, *Descubra Espana* has just finished its first run. The richness, variety and sheer energy of the programmes prompted several teachers to base a whole term's work around it, rather than studying it for one lesson each week.

Usually the fifteen-minute broadcasts were divided into three sections, each providing ample material for an hour's exploitation. The locations moved easily from villages to cities, airports to supermarkets, from the preparation of cigarettes to car servicing. Occasionally in the companion language series, *Trafipunk* and *Rendez-vous* a certain awkwardness became apparent, but the Spaniards who provided the linguistic content of *Descubra Espana* seemed to cope easily with the rigours of controlled spontaneity.

Descubra was designed to be recorded and used in separate parts. This means the producer can take more liberties with the content, though he has to be sure that the material has sufficient strength to support frequent replays.

This modular approach also places much more responsibility on the teacher to decide on his needs. He has to become very familiar with the content and to be aware of different ways of exploiting the same sections. The accompanying booklet is helpful in this. It contains the transcripts, with a summary of each section; suggestions for vocabulary, structures or informational points which need special emphasis; an exercise pull-out section for duplication and distribution to pupils, plus, in the introduction, some general advice on the use of television.

With so much work being done on graded objectives, it would also have been useful if the teachers' notes could have contained an overview of linguistic activities in the series. Some teachers are looking for resource material in forms other than the situational, and a breakdown of the sections by function would have been welcome.

One fourth year teacher described *Descubra Espana* as "a delight to use — a real tonic". In this class it provided the ideal complement to the Continuing Education *Digame* course, which placed greater concentration on the progressive assimilation of linguistic activities. In many ways it integrates better with *Digame* than did *Realidades de Espana*, the TV module which was actually meant to be part of the *Digame* series. *Descubra* is punchier and more relevant, and it benefits from having more real Spaniards.

Descubra Espana alternated with an English "background studies" version called *Encounter Spain*. This took its starting point much of the same film as in the Spanish version, but gave more weight to general affairs of social, cultural and economic significance.

When this tandem approach was first launched some years ago with *Four Corners of France*, closely followed by *Encounter Germany*, it was hoped that teachers would use them as an introduction or a complement to the foreign language versions. Perhaps for this reason, the English commentaries often seemed insubstantial compared with documentaries made for other subjects such as geography. With *Encounter Spain* however, the English version has an informational content that stretches even good classes.

It is difficult to judge whether this invalidates their use as an introduction to the Spanish version, or indeed whether in practice this was ever viable. Certainly there are few explicit bridges built by the series' creators, apart from one sentence in the introduction which states: "Language teachers will find it useful in preparation or follow-up to *Descubra Espana*, or as a motivator for pupils who are experiencing difficulty". I suspect that this is little more than a pious hope, and that *Encounter Spain* now has a distinct identity, and meets the needs of a different audience.

Contempt and compensation

Carl Slevin reviews a videocassette on the Distillers' vs. 'Sunday Times' case

The Sunday Times Case: European Protection of Human Rights. Written and presented by Philip Britton. Directed by Ian Thompson. Audio-Visual Centre, University of Warwick. Film sale, £260. Film hire, £20 first day, £5 each extra day. Video loan, £60, plus cassette cost.

Like almost all actions brought against member states under the European Human Rights Convention, the *Sunday Times* case concerned not the issue itself but the way in which domestic law treated individuals. It was not a case against Distillers, but against the British Government. It did not concern the disabilities of the children involved nor the compensation properly due, but the way in which the law of contempt operated in Britain to control reporting and comment by the media on *sub judice* issues.

Despite this limitation, *European decisions on human rights* can be extremely important for relations between states and individuals or private corporations. Although Britain signed the Convention in 1950, British citizens have not used the machinery which embodies it very much up to now, and it remains a rather esoteric subject even among lawyers.

The *Sunday Times* case, a film produced by the Law Department and the audio-visual centre at Warwick University, and intended for undergraduate law students, is one of very few teaching films on European law. It starts with the events leading up to the petition by the

then *Sunday Times* editor, Harold Evans (whose translation to the *Times* last April goes unremarked), to the Human Rights machinery in Strasbourg.

This part of the film explains how the dispute between Distillers and the parents of children disabled by Thalidomide turned into a full scale legal battle that ended in the House of Lords. The issue was whether the *Sunday Times* would be guilty of contempt if it intervened in a *sub judice* issue by publishing articles which would tend to force Distillers to make a better offer to the parents.

The newspaper lost, although partly because of its campaign. Distillers had meanwhile made a vastly improved compensation offer. Despite this, Mr Evans decided to take the case to Europe on the grounds that the Law Lords' decision infringed the right to freedom of expression.

The film goes on to describe the three institutions concerned, using animated diagrams to clarify the complicated structures of the Human Rights Commission, the Committee of Ministers, and the European Court of Human Rights, and the relationships between them. The procedures adopted tend to be lengthy, and make every effort to find amicable ways of settling disputes before finally giving the Court the task of deciding the issue.

The film deals with the five year passage of the *Sunday Times* case through the European Court and provides comments by legal experts including Lord Scarman, judges, and *Sunday Times* staff. The court's decision went in favour of the newspaper by a majority of 11 to nine.

Build your own history

by Deborah Thom

An Introduction to History and the Caribbean. Sandwell Ethnic Minorities Support Service, Teachers' Centre, Churchbridge, Oldbury, Warley, West Midlands B69 2AX. Pupils' Pack, £1.50. Teacher's notes, 60p. Cassette tape, 60p.

A commitment to multi-racial education needs more than good will if it is to have any effect in the classroom. In Sandwell, the Ethnic Minorities Support Service have provided a resource for teachers who wish to extend students' knowledge of the Caribbean as well as their grasp of historical technique. This collection is potentially useful in any area, and although it is local in origin, it is not at all parochial in focus.

The teacher's booklet and pupils' pack are substantially the same: pupils get 26 sheets with various kinds of evidence on them and a booklet with questions, argument and back-up materials; while the teacher has the same material and a bibliography and further suggestions bound into one book. The aim is twofold — firstly to foster a spirit of enquiry by providing a wide range of sources and a methodology to use on them; and secondly to introduce the history of the Caribbean.

The evidence is roughly divided into four categories — archaeological, written, oral and visual. Written sources form the bulk of the material provided for pupil assessment, but it is helpful to pupils to see the recognition of the importance of other sources. This is useful both for the study of history in general and for this piece of it in particular, where the oral tradition is a powerful cultural force which has not yet succumbed to the colonialism of the written word.

Some sections are rather thin. The comments to both pupils and teachers are extremely bare and the material needs greater exploitation than some of the questions will offer. Archaeological evidence, for example, is represented by a map of Trinidad middens and a picture of twenty labels on which are written the objects found in them, but it is not until the student is asked to look at one of four untitled examples at the end that s/he sees any objects at all. This gives archaeology the look of being a very tedious source.

Written evidence provides the most evocative and stimulating material especially when the student is asked to compare accounts of slavery from different sides of the experience. There are travellers' accounts and those of slaves, and there are also pictures, statistics of hangings and plantation failures, and a sermon extract from which the student is invited to deduce the great Jamaican uprising of 1831.

This set does not at all convey a history of the Caribbean. What it does do is encourage teacher and student to construct one of their own; and provide the critical methodological approach. The skills learnt in reading evidence in this way should go a long way towards helping to eradicate some of the prejudice which derives from ignorance and a failure to discuss the issues on which this kit stimulates thought: racialism; colonialism; immigration; the nature of history and the "peticular institution" of slavery itself.

The great overseas debate

Maurice Peston on education policy and the question of overseas students

The Overseas Student Question, Edited by Peter Williams for the Overseas Student Trust. Heinemann Educational Books. £6.50. 435 83485 1.

Perhaps nothing better illustrates the mess that education policy finds itself in than the question of overseas students. Objectives are not well defined, rational argument is not presented, there seems little concern for a serious consideration of the facts, and even less willingness to listen to opposing points of view. Drastic, perhaps, even fundamental, changes are to be forced on universities and polytechnics without due consultation and open debate. The great merit of *The Overseas Student Question* is that it tries to approach the subject in an orderly fashion. At the very least it puts the issues clearly, and it represents an immensely useful contribution to the debate.

But, regrettably, it may be a complete waste of time and effort. It is a remarkable characteristic of the present government that ministers give the impression that they wish to listen to no other views than their own. In all fields, perhaps, the economic most of all, but not excluding education, there appears to be a sort of creeping clericalism. Now, anybody who has any experience of politics and policy is aware that crawlers have a vital role to play, but, until recently, this has not been to the exclusion of all other modes of behaviour. Apart from anything else, mistakes can be avoided if critics are listened to.

Even if, in the present climate, it is likely that the authors have wasted their time, changes do occur, and it is worthwhile, therefore, to carry on the task of clarifying issues and examining the evidence. Unfortunately, there are too many issues to cover in a single piece so I shall concentrate only on the more practical ones, and especially the economic implications of what is being done.

There are, however, several broader questions that need to be raised at the outset. It may be generally agreed that, in our system of parliamentary democracy, a government is entitled to try and carry out the policies on which it was elected, assuming they are feasible. But this does not imply that it can ride roughshod over those who are adversely affected and subject them to vulgar abuse. The style of British government has been one of persuasion as a preliminary to action, with the result that those who disagree can delay matters a little without possessing the power of veto. It seems to me, therefore, that, quite separate from the scale of subsidy for overseas students, and, for that matter, the size of the higher education system, there are grounds for worry in the administrative methods and - done - by the government. Second, having been brought up in the post-war spirit of internationalism, and international cooperation, I am becoming increasingly disturbed by the inwardness of British politics. Whether it be an attack on EEC, a desire to abandon other treaty obligations, an anti-pathology to the UN, import controls, immigration controls, or increasing difficulties for foreigners to study here, there is a common thread of damage to the outside world. British is best. And, of course, this may be true, but certainly there are good grounds

for criticising many of our past overseas commitments, and, perhaps, even withdrawing from them if reform is impossible. But, seeing the whole package together gives cause for alarm. Even if, therefore, I were persuaded that the growth of overseas numbers were excessive, and that the students were too concentrated in some courses and institutions, I would be inclined to pause before doing anything drastic. The reason would simply be a desire not to join the anti-internationalists, whether they be of the far left or right.

Apart from that, there is the likelihood that excessive pressure at the moment may divert universities and polytechnics from really important reforms. Those who have argued for a long time that higher education ought to be more responsive to national needs, and especially economic ones, are unlikely to gain much comfort from recent and impending developments. It is likely that the approach of the next few years will be cautious and antipathetic to innovation rather than one of boldness and creativity. Once again this is not to reject the view that we may all need shaking up, but there is a difference between that and a test to destruction.

The argument in favour of shock treatment is that it is the only way of getting academics to face reality. Anything more rational and controlled would simply be ignored. Apart from its cynicism, which is not surprising, what stands out about this point of view is its lack of grounding in fact. Many universities have been facing reality for quite some time now, whether this is reflected on the staff side in restraints on recruitment and promotion, or in lack of equipment, books and materials, and the state of the buildings. If productivity is to be measured by students graduating per member of staff, higher education performance is not all that bad.

In other words, higher education institutions have been affected by the controlled financial pressure of the past few years, and have tried to respond reasonably. Even if it were argued that they have not gone far enough, especially in preparing for the coming decline in the numbers of students, the past evidence is that they can be guided in the right direction. There is a difference between intensifying the pressure, and adopting a threatening, and, on the face of it, ill-judged and ill-informed posture.

Let me now turn to the economics and Professor Blaug's contribution. He argues, first, that it is long run marginal cost which should determine policy. This may vary with scale and with the individual course, the former, but pays considerable attention to the latter. (While it may be hypothesised that long run marginal cost varies by institution, the evidence does not appear to support this.) Second, he concludes that the long run marginal cost of overseas students is higher, than, the

average cost figure used by the DES in their assessment of the problem. The central proposition of this argument is that overseas students are concentrated in more expensive courses. It is worth adding that Blaug's estimate of long run average costs is higher still. Third, his attempt at a broadbrush and judgmental estimate of the loss of economic benefit leads to the conclusion that this is unlikely to exceed the cost. He also recognises that these efficiency criteria may well be irrelevant to what the government is really about. Essentially, the objective is to reduce public expenditure, and one way is as good as another, no matter what the consequences.

While in general terms Blaug is clearly on the right track, there are some additional points to be made. One is that a great deal more emphasis needs to be placed on the short term, which, as Blaug is perfectly aware, may be quite a long period of actual time. Many resources used in higher education, both staff and buildings and equipment, are fixed rather than variable. To realise their alternative market value may be a rather slow and expensive business. This is true even if there are attempts to hide the costs by trying to use equipment grants for redundant payments instead. The costs saved in the short term by too rapid a rundown of the system will be considerably below both long run marginal cost, and whatever financial saving is claimed by the government.

A particular aspect of this is the waste of staff time which has been devoted to trying to find out what the government is up to, and how best to adapt to it. These adjustment costs may not be reflected directly in money sums, but they exist nonetheless as a reduced input into teaching, course development, research and publication. In other words, while the optimum eventual state of the system depends on long run marginal cost, its best path to that state will be determined by short run marginal cost.

This leads to an equally significant point of criticism. Why are either of these cost concepts relevant? The answer is that in a period of full employment they refer to resources which will be used elsewhere in a more worthwhile way. But the economy is not at full employment and is not likely to reach such a state of full capacity working for a decade or more. Will it not be true, therefore, that resources not saved will be wasted? This strikes right at the heart of the government's economic strategy. If that strategy is erroneous, and is failing, calculations such as Blaug's, excellent though they be, are quite erroneous.

On this subject, Blaug makes one claim which seems to me to be quite incorrect. He says that, "The dominant view among British macroeconomists in 1981, and certainly that of economists advising the present Government, is that Britain's unemployment problems are caused by constraints on the side of supply rather than on the side of demand... to the immobility of resources in general and labour in particular; to inadequate investment in new equipment; to real wages being too high and real profits too low; in short, to

a distortion in the entire structure of relative prices." He cites as evidence of this the fact that an increase in money demand has in the past decade translated more into an increase in prices than an increase in real demand. Unfortunately, as an account of causation, especially given the expectation of inflation, this simply does not stand up. More to the point, my experience of the economics profession leads me to the conclusion that a majority would not accept Blaug's interpretation of events, although I do not doubt that those advising the government do.

Now, it is typical of cost-benefit analysis that the cost figures tend to be easier to get at than the benefits. The former appear to have a hardness that the latter lack. The reason for being extremely critical of Blaug's interpretation of costs is not to cast doubt on how well he and his associates have carried out their job, but to place their work in a more balanced perspective. I do not doubt that there may have been some tendency to exaggerate the benefit to the UK of a possible stimulus to exports, or the balance of payments in general, or aggregate demand, or research. Equally, general support for overseas students may not be the best form of aid to underdeveloped countries (although it appears that these will suffer most from the new rules). Nonetheless, as applied to the UK economy, Blaug's analysis does not seem to me to be as convincing on the negative net economic benefits as he appears to claim. If, however, the whole point of the proposals is based on the government's overall economic strategy, the cost-benefit analysis is largely irrelevant.

Reverting to our main theme, he himself points out that, if the whole purpose of the exercise is to save public expenditure, average rather than marginal costs are relevant. Actually, even this is arguable because average costs in an economic sense need not equal average financial saving per student. Leaving that rather technical comment on one side, there still remains the question of what is the most effective way of cutting down public expenditure. The real value of student grants is to be reduced as is current and capital expenditure on universities. In this setting the correct strategy for overseas students is for the government to make no allowance for them in the higher education budget, but to let individual institutions charge what the market will bear. The average cost rule may remove the subsidy element, but it will not necessarily maximise the flow of revenue. The point is the obvious one that, in any year in which the staff and buildings are there and the course is laid on, any foreign student turned away represents a loss of money. To charge less, if demand is sufficiently elastic, may be financially sounder. It is not sensible to let the individual institution judge this.

The objection cannot be on grounds of central control, for the authorities are not stopping institutions from showing their entrepreneurial skills by putting on all sorts of inport diploma courses, or, for that matter, by lowering their standards to degree courses. The true aim must be to do with a desire to run down the system as rapidly as possible, even if that tends to be more expensive than a more controlled contraction.

Below: Brian Wang, the city's community education officer.
Right: Children in Liverpool 1, the original 'Chinatown'.



Polite, hard-working and well behaved

Diane Spencer reports on what Liverpool 1 is doing for some of the ten thousand Chinese in the city. Photographs by Pete Addis

"The next tune was composed 3,000 years ago," the young man from Taiwan told the sparse audience. He was speaking in a lecture theatre in the museum next to the famous Walker Art gallery in the heart of Liverpool. As the underground trains rumbled beneath, Lui Kwi Hsiung, a virtuoso on a visit from Canton, played on a 2,000 year old instrument ancient tunes with such names as "Autumn moon in the imperial palace" or "melody in a boat in the late evening".

This modest but thrilling recital was organized by Brian Wang as part of his work as the city's Chinese community education officer. He was compe and interpreter. He is one of 13 community workers, but "the only one to work on the ethnic side as such", explained Donald Graham, the officer in charge of community education at city hall. He is probably the only one of his kind in the country.

But this is not surprising, as Liverpool has a Chinese population of 10,000 with roots well into the last century. Although the authority does not keep statistics on its ethnic minorities it follows there must be hundreds of children in the day schools. Originally they came as seamen working as cheap labour on merchant ships after Hong Kong was ceded to the British. They settled and worked mainly in the laundry trade.

Although Liverpool still has a noticeable "Chinatown" close to the city centre, with restaurants, shops and warehouses, it is only a shadow of its former self. During the war much of it was bombed, and the population is now more scattered. Ninety per cent of the Chinese work in catering, especially take-away shops, and they run most of the chip shops in Merseyside (the richer ones own restaurants).

This means that the children are sparsely distributed in schools round the area, in marked contrast to London. In one school near Gerrard Street in the heart of Soho, the capital's Chinatown, Chinese pupils make up half the enrolment.

The Inner London Education Authority reckons that more than half the number of Chinese children in their schools are concentrated in the boroughs of Islington, Camden and Westminster. Although they, too, do not keep ethnic statistics, a survey of the number of languages represented in their schools in 1978/79 showed almost a thousand Cantonese-speaking children in the area.

The old Liverpool Chinatown still attracts customers for shopping and eating, especially weekend family meals. So a few years ago, Brian Wang set his sights on building a community centre for the Chinese near to it. He eventually persuaded the Department of the Environment,



the council and the Inner City Partnership to provide about £100,000 for a pagoda-shaped building, to be opened later this year.

Set incongruously among warehouses and factories, it will house a nursery, a hall for sports meetings and drama, and workshops. Brian Wang is anxious that children should preserve links with Chinese culture, since they cannot learn Chinese painting, calligraphy, music, chess and language at school. He is equally concerned to bridge the gulf between the Chinese and the host community, though he feels it is one of misunderstanding rather than hostility.

Most Chinese regard the English as foreigners; and some of them see Brian Wang as an agent of the British. The older residents do not speak English and have no idea how to claim benefits, even health care, although they have paid taxes and insurance. Staff at the new centre will advise them how to do this, and will provide interpreters.

Brian Wang hopes the new centre will be used by the white community too. His Tai-Shen Play Association has already set an example with a production of two ancient Chinese plays with a cast of Liverpoolian white and Chinese children.

Teachers tend to be very enthusiastic about their Chinese pupils. "You can send us as many as you like," said B.L. Parker, head of Liverpool Institute for Boys, a city centre high school where pupils wear uniforms and the head a gown. "One got an Open Scholarship to Cambridge this year," he added.

Eileen Jellis, of Shorefields Comprehensive in Liverpool 8, was equally happy. "They are excellent pupils; I wish I had more. Now we have a Chinese community worker we no longer have a language problem," she said.

Brian Wang helps with parents' days in sending out letters and interpreting. Even though many families have lived in the city for years, their children are unlikely to speak English when they go to school. Along with new arrivals, many go to Crown Street Language Centre, which has always had between 60 and 70 per cent Chinese pupils on its register. There they spend a few months, a year, or part of their school day, until they are able to cope with full-time school.

David Ladlow, head of the centre, said the Chinese children had a reputation of being polite, hardworking and well behaved. But it was difficult to get them to speak English. They wrote things down carefully, but did not question teachers, as this might involve a "loss of face" on either side. This was not culturally acceptable to them.

By contrast, he found that Asian children tended to become fluent in English more quickly, because they were prepared to try to speak it, although they made mistakes. English was so far removed from the Chinese language that everything had to be explained very carefully, and children did not "cotton on" to new words easily, he said.

Eighteen months ago, the centre started a parent support programme, funded through the Inner City Partnership with two teachers. They try to encourage parents to come to the centre to learn English, take dressmaking or classes, or just for social activities.

"We have had a very poor response from the Chinese; we have always found this," David Ladlow said. Even though they offered to provide transport for English lessons only one came. He thinks they are diffident about learning English and meeting English people, and they do work long hours.

Because of strong family ties and commitments to the children's education, sometimes suffers. Eileen Jellis said she was disappointed because one bright pupil left to go into the family business rather than stay on for A levels. Another found he could not cope with working in his father's take-away shop and study for his A levels as well, so he gave them up. But he did not feel badly done by, she said.

Brian Wang had heard reports of young teenagers doing off in lessons because they worked long hours in chip shops or take-aways every evening. He too was concerned at how few reach university or college level, although he found many children prepared to admit, privately to him, they had higher aspirations than their parents. When he took Chinese children on tour during his production of the ancient Tang dynasty drama, *The Monkey King*, he discovered that some children wanted to be doctors, policemen, scientists or teachers. One girl aspired to singing on television.

"He is sure that without this widening of their cultural horizons and experience they would not have thought of these ambitions, as their family loyalties limit their horizons."

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

At the community centre, Mei Li, a visiting musician from Hong Kong, works with students using traditional Chinese instruments.

Middlesex Polytechnic

In Service
BEd and BEd Honours
(CNA)

One year full-time or three or four years part-time

A course for qualified teachers wishing to extend their expertise and knowledge in the general field of education.

- Specialisation is possible in
- Language and reading development
 - Education of children with learning difficulties
 - Education for multi-cultural society

It is based at the Polytechnic's Trent Park, Cockfosters location in north London - less than one hour's travel from central London.

Write or telephone for further information: The Admissions Office, (ref 583A), Middlesex Polytechnic, 114 Chase Side, London N14 5PN. Telephone 01-886 6588.

English Teachers

Our client, the world's major oil producing company, has an urgent requirement for English Teachers to instruct their foreign employees in Saudi Arabia.

Annual Salaries up to £12,200 after tax, plus a minimum of £1,500 Overseas Cost allowance. Applicants should be qualified English teachers and must have a diploma or certificate in Education. We would particularly like to hear from teachers with experience of teaching English as a foreign language (preferably TEFL qualified). Recently qualified teachers will be considered.

Our client provides excellent job security, low cost air-conditioned accommodation and free medical care. The sports and recreation facilities are first class and provide a range of activities to suit almost anyone.

These positions will become available in September. Please write to us today with details of your qualifications and experience, addressing your application to:

Mr. E.A. Bennett,
PAC INTERNATIONAL RECRUITMENT,
Dept 7/31/7, 6-7 East Parade, Harrogate,
North Yorkshire HG1 5LP

The professional approach to your career.

ELT
EDITOR

Thomas Nelson & Sons Ltd, leading educational publishers, are looking for a desk editor to join our expanding English Language Teaching department this autumn.

The post involves the copy editing of a variety of ELT manuscripts. The likely age range is 23-28 and candidates, who must be willing to undertake detailed manuscript preparation, should have a degree level qualification and approximately two years' experience of teaching English as a foreign language. Publishing experience is desirable but not essential as training will be provided if necessary.

We are offering a competitive salary, and other benefits include LVS and a generous holiday allowance. Nelson, which is part of the International Thomson Organisation, is based in new offices close to Watlington-Thames railway station.

Please write for an application form and further details to:
Sandra Nicholson, Personnel Officer, Thomas Nelson & Sons Ltd, Nelson House, Mayfield Road, Watlington-Thames, Surrey KT12 6PL

TEACHERS
BUDGET LOAN OFFER

THE LOW RATE OF INTEREST IS FOR THE TERM OF THE LOAN AND FREE REPAYMENT MAY BE INCLUDED TO PROTECT YOUR FUTURE

Homeowners borrow
from £500-£20,000

Choose your own repayment period from 5-15 years

You can use the cash for any purpose or pay off all your existing bills and reduce your monthly outgoings. No time-consuming interviews nor will your employers be contacted. Speedy and confidential postal service for earliest completion. Just call us.

PHONE NORTHAMPTON 34141

or write to:
HOMEOWNERS FINANCIAL SERVICES
Barclays Bank Chambers
St. Giles Square, Northampton
Tel: (0604) 34141

Licensed Brokers Consumer Credit Act 1974

Lending available in England, Scotland and Wales only

OUTDOOR EDUCATION
continued

LAKEVIEW

V.M.C.A. NATIONAL CENTRE
University, Cumbria
Temporary instructor is required at this large, thriving outdoor education centre on a one year contract. We are looking for a person offering good technical qualifications, preferably in sailing and canoeing, with an appreciation of the wider aspects of outdoor education. This post is ideal for a graduate wishing to make a career in outdoor education. For further details and application form write to: J. Metcalfe, Director, V.M.C.A. National Centre, Lakeview, Cumbria, LA10 5JG. Tel: 0546 51728.

English as a
Foreign Language

£1,000.00 COMMISSION

Is yours a...? If you are, our School just 5 miles from 12-15 Epsom Road, Epsom, Surrey, is looking for a 4 weeks course of English as a Foreign Language (EFL) teachers. The course is for students of English as a Foreign Language (EFL) and is held at the Epsom School, Epsom, Surrey. Tel: 0382 615571. (17889) 395-80

LONDON

TEFL teacher required. Permanent post for experienced and qualified teacher in EFL School located in S.W. London. Applications in writing only, including detailed C.V., recent photo and the names of two referees to: Wimbledon Language Centre, Fulham House, Fulham Grove, London SW19 4DT. (08444) 395-80

AGENTS. Stafford, founded 1975, provides courses for children and adults in summer and adults during the academic year. Member of FE-CD. Agents and teachers can recommend to with confidence. Full details of the College and courses on request. Tel: 01827 584558. 395-80

Appointments
Wanted

Graduate female teacher with initiative. Norwegian, 24, fluent in English, Swedish, Danish, proficient in German, specialist in drama. Seeks teaching post world-wide at secondary or tertiary level. Tel: 01827 584558. 401-80

Well experienced O. Science teacher. Biology to 'A' level. (08318) 401-80

Well experienced O. Science teacher. Biology to 'A' level. (08318) 401-80

T.E.F.L. POST SOUGHT. Paris. Rolling. German. French. Spanish. Japanese. JORDON. Tel: 01827 584558. (Oxon.), Twickenham 401-80

Educational Courses

LONDON

LECTURERS Required to teach City and Guilds range of courses. Knowledge of COBOL essential. Interesting prospects and possibilities of foreign travel. Salary £2500 - £3500. Send CV to A.D. S.L.D., Paramount House, 100, Strand, London, W1M 0FA. (09157) 431-80

MONTESSORI

Teachers Diploma by home study. Successful students in all countries. Send stamps for details. Montessori Centre, 100, Strand, London, W1M 0FA. (09157) 431-80

T.E.F.L. COURSES

Linguamundi Ltd. will be holding eight one-week courses in the Languages at Lutterworth College, University of Kent, Lutterworth, Cambridgeshire, from Monday 13 July 1981. The final course will commence on Monday 13 August 1981.

The courses are residential and candidates should possess a University degree or a qualification Certificate of Studies in English, French, German, Italian, Spanish, Portuguese, Dutch, Swedish, Finnish, German and French may be available for successful courses.

The courses will be conducted by Direct English, which includes: tuition, room and all meals, as well as the standard course fee. The fee will be £180.00 (VAT included) and will be paid in two instalments: £90.00 on enrolment and £90.00 on completion. Tel: 01827 584558. 431-80

T.E.F.L. COURSES

Linguamundi Ltd. will be holding eight one-week courses in the Languages at Lutterworth College, University of Kent, Lutterworth, Cambridgeshire, from Monday 13 July 1981. The final course will commence on Monday 13 August 1981.

The courses are residential and candidates should possess a University degree or a qualification Certificate of Studies in English, French, German, Italian, Spanish, Portuguese, Dutch, Swedish, Finnish, German and French may be available for successful courses.

The courses will be conducted by Direct English, which includes: tuition, room and all meals, as well as the standard course fee. The fee will be £180.00 (VAT included) and will be paid in two instalments: £90.00 on enrolment and £90.00 on completion. Tel: 01827 584558. 431-80

T.E.F.L. COURSES

Linguamundi Ltd. will be holding eight one-week courses in the Languages at Lutterworth College, University of Kent, Lutterworth, Cambridgeshire, from Monday 13 July 1981. The final course will commence on Monday 13 August 1981.

The courses are residential and candidates should possess a University degree or a qualification Certificate of Studies in English, French, German, Italian, Spanish, Portuguese, Dutch, Swedish, Finnish, German and French may be available for successful courses.

Personal

Announcements

HOLIDAYS AND PERSONAL ADVANCES from £100 arranged with out security or deposit. Computerised. Tel: 01827 584558. 471-80

IMMEDIATE ADVANCES

£100 to £20,000
Written terms and request
REGIONAL TRAVEL LTD
31 Dover Street, Piccadilly,
London W1A 3AT
(00010) 471-80

JOE-MUNTING? Seeking promotion? Helpful hints on all aspects writing your own curriculum vitae with specimen curriculum vitae application forms and letters; preparing for interview including body language, semi-structured interview, and so on. Tel: 01827 584558. The Times, WC1X 8EZ. (00175) 471-80

MORTGAGES "Top-Up" mortgages secured and unsecured loans for teachers. Martin Hawke Ltd., Incorporated Mortgage Brokers, Freeport, London NW4 1LJ. Tel: 01-464 4633 (24 hour answering). (00176) 471-80

A TEACHER'S COMPANION to report writing and impression. Find an appropriate comment to cover any child for subjects scoring 700 in Progress Freeport. Tel: 01827 584558. 471-80

BANK LOANS Immediate up to £5000. Building Society mortgages. 24 hour service. Tel: 01827 584558. 471-80

T.E.S.
goes to
work.

The TES now provides on its "School to Work" page each week, specialist news coverage of the developing — and controversial — relationship between education and industry and the transition from school to work.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES — The weekly for news about education at all levels — including vocational training.

From newsagents on Fridays price 45p.

THE TIMES
Educational Supplement

WRITE and sell...
Still looking for...
Tel: 01827 584558. 471-80

Y. SMITH and...
Still looking for...
Tel: 01827 584558. 471-80

WHAT CAN A TEACHER DO...
Still looking for...
Tel: 01827 584558. 471-80

For Sale and Wanted
and
Postal Shopping

YES, RADIOS ETC...
Still looking for...
Tel: 01827 584558. 471-80

Linguamundi Ltd...
Still looking for...
Tel: 01827 584558. 471-80

CARPETS and...
Still looking for...
Tel: 01827 584558. 471-80

SUMMER SALE...
Still looking for...
Tel: 01827 584558. 471-80

Holidays and
Accommodation

ADVENTURE HOLIDAYS...
Still looking for...
Tel: 01827 584558. 471-80

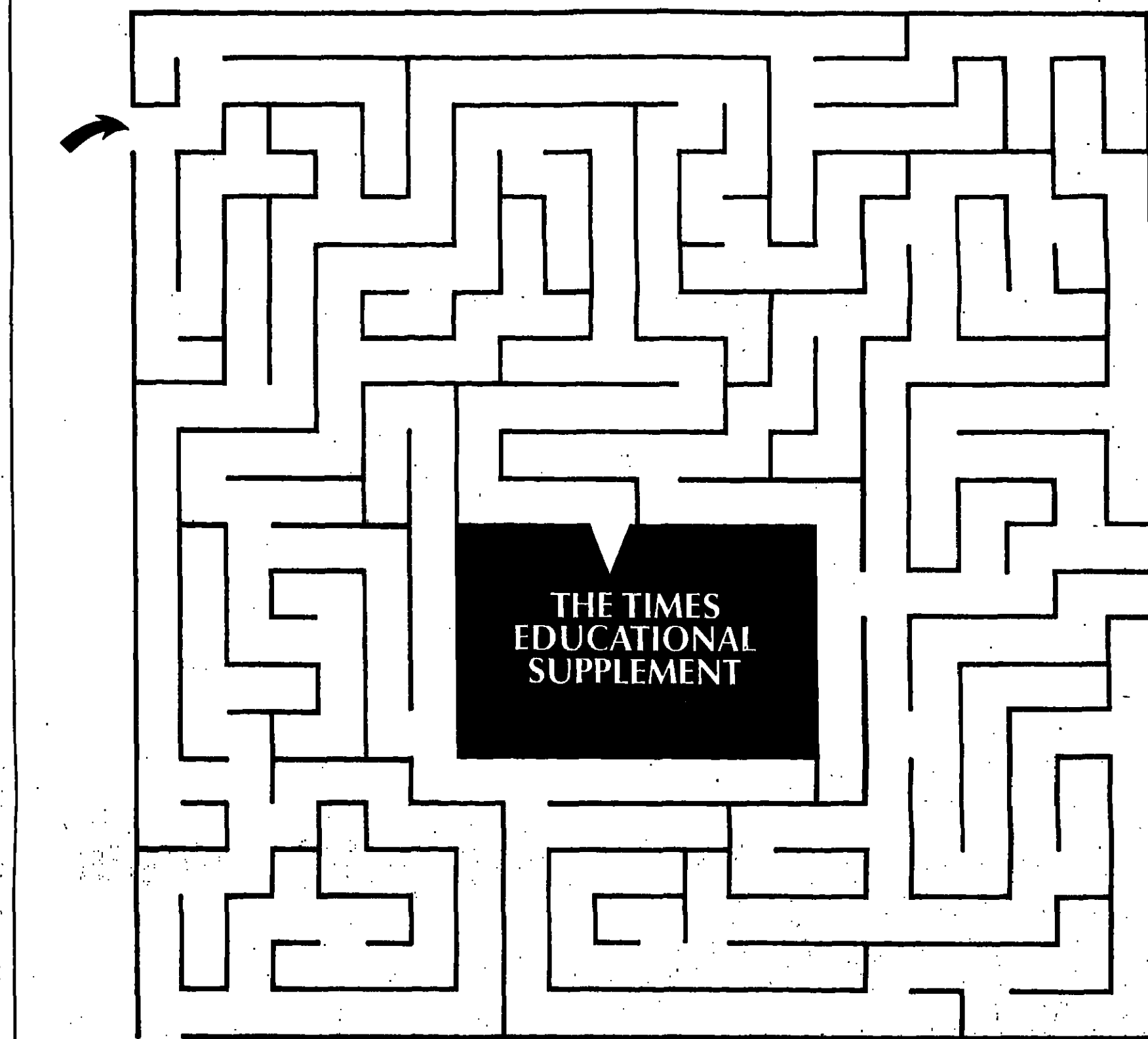
SQUILVER ACTIVITY...
Still looking for...
Tel: 01827 584558. 471-80

MIDWALES DOVEY VALLEY...
Still looking for...
Tel: 01827 584558. 471-80

VISITING LONDON...
Still looking for...
Tel: 01827 584558. 471-80

Properties for Sale
and Wanted

ESTABLISHED 11 YEARS...
Still looking for...
Tel: 01827 584558. 471-80

TAKE A SHORT CUT
TO THE TES
EVERY WEEK

You can have The Times Educational Supplement delivered to you by post every week by becoming a regular subscriber. As a special offer for new subscribers* we're offering a rate of £27.50 for a full year's subscription, and it's delivered to your door every week.

Simply complete the coupon opposite and mail it to us and our computerised subscription department will process your order immediately.

*Offer applies to new subscribers in the UK only.

THE TIMES
Educational Supplement

Please send me The Times Educational Supplement for (Tick one)

☐ 6 months £13.75 ☐ 12 months £27.50

Please print

NAME

ADDRESS

SIGNATURE

DATE

Please return this coupon together with your cheque for the correct amount to Times Newspapers Limited, Supplements Subscription Manager, Oakfield House, 35 Perryman Road, Haywards Heath, West Sussex RH16 3DH

Overseas subscribers should write for information to the address above.